DOCUMENT RESUME

ED 114 762 CS 001 852

AUTHOR	Pivkin, Fredric A.; Dreiman, Martha
TITLE	A Phonics-Peer Instruction Program.
INSTITUTION	River Rouge Public Schools, Mich.
PUB DATE	73
NOTE	239p.; See CS001934 for Effective Reading Programs: Summaries of 222 Selected Programs ; Program formerly entitled Phonovisual-Peer Instruction Program
AVAILABLE FROM	Fredric A. Rivkin, River Rouge Schools, 1411 Coolidge, River Rouge, Michigan 48218 (write for price)
EDRS PRICE	MF-$0.76 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Effective Teaching; Elementary Education; *Peer Teaching; Program Descriptions; *Reading Instruction; *Reading Programs; *Remedial Reading; Tutorial Programs
IDENTIFIERS	*Effective Reading Programs; Elementary Secondary Education Act Title I; ESEA Title I; Right to Read

ABSTRACT

This program, included in Effective Reading Programs . . . serves approximately 500 pupils in kindergarten through grade six who are eligible for Title I services. About 50 percent of the students are black and about 50 percent are white. Pupil selection is based on low reading capability as determined by test scores, pupil performance, or teacher judgment. The program's content and instructional system were developed by the project coordinators using a commercially available phonics program. They divided the content into 25 modules that described terminal behaviors. A series of tasks for each module was prepared. For each task a set of pupil performance objectives was generated, and from the objectives, Quality Control Check Tests were developed. The program is carried out by the regular classroom teacher, who ensures that 30 minutes a day is devoted to the program. The instructional system consists of six steps: becoming familiar with the task, teaching the skills, performing the skills, taking the Quality Control Check Tests, recycling the particular tasks, and achieving mastery. Following mastery of the materials, the student goes on to become a peer instructor for other students entering the sequence. (WR/AIR)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED114762

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

P.I.P. The Peer Instructional Program

IMPLEMENTATION MANUAL

by

Fredric A. Rivkin, Director of Special Projects
Martha Dreiman, Reading Consultant

Copyright c 1973 by

Fredric A. Rivkin and
Martha Dreiman

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
Fredric A. Rivkin
Martha Dreiman
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

River Rouge Public Schools
River Rouge, Michigan 48218

CS 001 852

CONTENTS

	Page
Introduction	1
The Instructional System	2
Priming the System	4
Contents of the Program	6
Motivating the Learner	7
Special Features of the Program	8
Range of Utility	10

INTRODUCTION

The Peer Instructional Program (P.I.P.) allows the teacher to truly individualize instruction. Too often individualization has meant that the teacher must prepare a diagnosis, a prescription, and a set of learning activities appropriate for each pupil - a crushing chore. Or, the teacher has had to follow an instructional program that offered only a skeletal framework. Further, many existing programs are either vague or misleading with respect to procedural matters, or the content has not been systematically organized and sequenced.

An approach to individualization that has enjoyed some success recently is computer-aided instruction (CAI). In spite of the potential of CAI, many years of research and development must yet be completed before the necessary library of software is commercially available. The cost of installation and maintenance must also be brought within the financial means of local school districts.

In the interim, the Peer Instructional Program offers a quality assured method of individualizing instruction that is systematically structured and easily managed. The content of the Peer Instructional Program is organized into a series of modules. Pupils progress from module to module at their own learning rate. Prior to completion of each module, the pupil must demonstrate mastery of the module's content or skill at the absolute criterion - 100%. So then, each pupil progresses through the instructional program, not on the basis of a rigid time schedule, but on the basis of having mastered and demonstrated mastery of each preceding step in the instructional sequence.

Once the pupil has demonstrated his proficiency at a given skill, he has an opportunity to teach one of his peers. This cycle of learning and teaching is repeated throughout the entire program.

THE INSTRUCTIONAL SYSTEM

The instruction model, upon which this program is constructed, was developed and field tested by Weingarten, Hungerland, and Brennan.[1] Pilot studies using various content areas have been conducted on sites in various parts of the country, including the River Rouge, Michigan Public Schools. In all cases the model has been found to efficacious.

The procedures employed in the instructional system include:

1. Observation
2. Skill Acquisition
3. Skill Performance
4. Quality Control
5. Peer Instruction
6. Administration

Beginning with a series of modules, each containing a set of pupil performance objectives, and sequencing them according to difficulty and complexity, the pupil first observes another student (or teacher) performing the task(s) contained in the objective. This step is to familiarize the pupil with the skill he is to learn to perform.

After a short period of observation, the pupil goes on to acquire the necessary skills. He is actually taught the skills to be mastered. Errors occurring in pupil performance can be detected immediately and corrected on the spot. This teaching step can be done by the teacher when new material is presented, or it can be performed by a pupil who has already acquired mastery of the task. (Peer Instruction)

When both pupil and peer instructor(PI) are convinced that he (the pupil) has learned the required content, they report to the teacher for a proficiency or mastery test (Quality Control). The pupil is scored on a pass-fail basis; either he has mastered with 100% accuracy the assigned task, or he has not.

---

[1]Weingarten, Kenneth, Hungerland, Jacklyn E., and Brennan, Mark F. Development and Implementation of a Quality-Assured Peer-Instructional Model, HumRRO Technical Report 72-35, April, 1972.

When the pupil passes his proficiency test, be becomes a peer instructor (PI) for the next pupil beginning the same module. After the peer instruction phase, the PI, before going on to the next module where he becomes a student once again, spends one day in an administration phase.

This final activity in the sequence is a day set aside when the PI can help in the administration of the program. He can take over the teaching phase for an absent pupil, help the teacher with clerical duties, or engage in enrichment activities.

This entire cycle-observation, skill acquisition, quality control, and teaching is repeated until each pupil completes every module in the program.

PRIMING THE SYSTEM

Because of the Program's modular design, pupils can be phased into any module in the sequence. The entry point into the sequence, of course, is dependent upon skills and knowledge already possessed by the pupil. However, for illustrative purposes the pupil will begin with the first module in the sequence.

For optimum results, it is best to start with one or two pupils, preferably one. The teacher begins by performing each of the objectives (skills) of Module 1, Task a, while the pupil observes. Next, the teacher teaches the pupil to perform the skills she just demonstrated. If, as he attempts the skills, the pupil makes errors in performance, the teacher can instantly detect and correct them. When the teacher feels the pupil has had sufficient teaching, he is asked to perform all of the skills of the particular task.

When the pupil feels he is ready, he asks the teacher for his proficiency test. Using a quality control check list, the teacher evaluates the pupil's performance on a pass-fail basis. If the pupil fails any portion of the quality control test, the teacher re-teaches (re-cycles) only the skills not mastered. As soon as the pupil passes quality control for Module 1, Task a, he moves on to Module 1, Task b, following the very same procedures described above.

As soon as Module 1, Task a and b are completed at the 100% mastery level, the pupil becomes a peer instructor (PI) for the next pupil who is waiting to enter Module 1.

Following the same steps employed by the teacher for Module 1, (skill performance and teaching), the PI teaches his pupil the same skills he learned in Module 1. A memory aid (PI Directions) is supplied to the PI to insure that he will remember and follow all critical procedures and teach all aspects of the particular skill. When the new pupil and his PI feel that he has learned the skill, the pupil goes to the teacher for his quality control test. The pupil's PI is also present at this time to obtain feedback on the effectiveness of his teaching.

When the pupil passes the quality control test, he becomes a PI for the next pupil beginning Module 1. If the pupil does not pass the quality control test, his PI gives more instruction until mastery is achieved.

While the second pupil, now a PI, engages in teaching his pupil Module 1, the recently retired PI now becomes a student learning the skills of Module 2. After achieving mastery of Module 2, he becomes a PI for the next pupil entering Module 2. This, then, is the system in operation.

Before going further, the teacher must take note of a crucial aspect of the system: Quality Control. Mastery of a skill has been set at the absolute criterion - 100% accuracy. There is a compelling justification for setting this level. Anything less than 100% accuracy leads to a breaking down of the system and creating frustrated learners.

If, for example, a pupil is allowed to complete a module at less than mastery (100% accuracy), an error factor is introduced. Uncorrected, the error factor tends to compound itself as one pupil teaches another. Soon the number of teaching and learning errors have multiplied to point where pupils are proceeding from module to module without learning the required skills. It is at this point that the system has ceased to function. Thus, the insistence on mastery at the 100% level.

CONTENTS OF THE PROGRAM

The PI Program has been prepared to provide the teacher with a complete package of materials and procedures for ease of implementation and assurances of success. The program contents consist of:

1. A set of pupil performance objectives for each module.
2. Quality Control Check Lists for each module.
3. Peer Instructor Directions
4. Pupil Progress Charts
5. Instructional booklets and charts.

Central to the P.I. Program is the set of pupil performance objectives. The objectives serve to specify what is to be learned, under what conditions, and standards of performance. Theoretically and in actual practice the objectives tell where you are going, and when you get there.

The content of the program is divided into two parts: consonants and vowels. Each part is made up of a series of modules. Each module is further divided into tasks. Finally, each task is composed of a set of pupil performance objectives, Another way of looking at the organization of the content is to think of a module as a terminal objective and a task as a set of enabling objectives. The terminal objective describes the gross learning behaviors, and the enabling objectives form the step-by-step procedure for achieving the terminal behavior.

An individual module has been constructed such that the amount of content is readily handled by the pupil. It is neither too large nor too small in terms of skills to be learned. Furthermore, the size of the module provides the pupil with ample opportunity for timely feedback and reinforcement.

Modules are organized in a hierarchial sequence, proceeding from the simple to the complex. Mastery of Module 1 is necessary for undertaking Module 2. Mastery of Module 2 is a prerequisite for Module 3, etc.

The objectives of each task have been stated in pupil performance terms. That is, the objectives tell what it is that the pupil must be able to do at the conclusion of an instructional segment. Possessing the specifications of precise objectives, they give the conditions by which the learning is to occur, the behavior the pupil must exhibit, and the acceptable level of performance.

MOTIVATING THE LEARNER

Acknowledgement and approval of pupil efforts and successes are a necessary condition for effective learning. Therefore, pupils engaged in learning need reinforcement. And, the reinforcement must be systematically and consistently applied.

There are several powerful and effective reinforcement procedures interwoven into the PI Program. Most important is the reinforcement or satisfaction the pupil receives when he successfully masters a module. Coupled with the inner feeling of achievement, the pupil also receives the verbal praise of the teacher.

The opportunity to teach a peer is another highly prized reinforcer. Probably the most potent reinformcement occurs as the peer instructor watches his pupil successfully pass a module.

Some pupils, because of various causes, find the intrinsic rewards described above as inadequate. For this reason several external motivational practices are employed. A star can be placed on the pupil's PI Progress Chart for the completion of each task. Mastery of a module earns a star on the class Module Monitor.

The most highly regarded external reinforcer is the PI badge. When the pupil functions in the capacity of a peer instructor, he is entitled to wear a PI badge. Each time the peer instructor successfully teaches another pupil a star or hash mark can be placed on his badge. The accumulated stars or hash marks on the PI badge attest to the pupil's competency as a teacher and become a source of pride to the pupil. It should be noted, in this case, that the pupil is not being primarily reinforced for his own learning, but rather for teaching someone else.

Another useful and effective practice is that of marking the numbers of the completed modules on the PI's badge. This provides recognition to the pupil with respect to his progress in the program. From the teacher's point of view, a quick glance can tell which modules a given pupil is qualified to teach. This information, quickly obtained, can be helpful in assigning peer instructors to pupils.

QUALITY CONTROL

Associated with each task is a proficiency test termed the Quality Control Check List. This is a test of the pupil's ability to perform the desired skills. As stated earlier, skill performance (learning) is judged on a pass-fail basis. In order to successfully complete both a task and a module, mastery at the 100% level is required of the pupil.

PI DIRECTIONS

Once a pupil achieves mastery of a given module, he becomes a peer instructor (PI) for the next pupil entering that module. It is the peer instructor's responsibility to teach his pupil the skills of the module and bring him to mastery.

To assist the peer instructor in his teaching a set of PI Directions is provided. These directions serve as a memory aid for the peer instructor so that he does not omit important content or learning sequences his pupil must acquire.

SPECIAL FEATURES OF PROGRAM

The PI Program incorporates several principles basic to learning and the systems analysis approach into an effective instructional system. As such, each aspect of the system is interdependent and necessary for effective functioning and for realizing the greatest yield in pupil learning.

1. Performance orientation. The keynote of significant improvement in learning is a clear specification of what the pupil is expected to learn. The learning process then, must focus on pupil performance objectives. The pupil must actively participate in the process, performing activities rather than hearing or reading about them. The evaluation of proficiency, correspondingly, must focus on the pupil's ability to perform the various skills that make up the task rather than answer questions about these tasks.

2. Learning in a functional context. In learning skills to be applied in particular circumstances (reading), pupils will, in general, learn better and faster if those circumstances are present in the learning situation. This would avoid an undesirable temporal separation of receiving information and putting the information into practice.

3. Individualized instruction. For various reasons, including differential aptitude, some pupils are capable of learning faster than others. Instructional methods, such as the group presentation, that fix the pace at which learning must take place, leave some pupils behind and bore others. Consequently, self-pacing is desirable.

4. Feedback. Teaching methods that permit only delayed feedback to the pupil (a unit test, for example) compound mislearning and often produce negative effects on motivation. It is always preferable for pupils to experience a sense of security in what they have already learned before they proceed to learn something else. This implies that accurate feedback should be presented to pupils at the earliest possible moment and at each critical step of the learning process. Feedback, therefore, must be both rapid and detailed.

5. Peer instruction. Research has shown that peers can be extremely useful and effective in the performance of instructional duties. Having just learned a set of skills, the peer instructor is particularly well acquainted with the skills. With regard to teaching, peers also have "a way" of teaching each other. In other words, they have a communication system that is immensely more effective than that between a teacher and a pupil. Empirical evidence reveals that not only do peers do a more effective job of teaching, but they do it in a shorter period of time.

6. Absolute criterion. The weakness of fixed-pace teaching methods is clearly evidenced by the frequency with which large numbers of pupils fail to master the skills they are being taught. Clearly, then, the crucial aspect of the instructional system is its insistence on mastery at the 100% level. To accept anything less than the absolute criterion is to court a steady and progressive deterioration in the functioning of the system. Error is compounded by error until pupil learning takes on a meaningless function.

Additionally, since the system comprises a series of modules, each of which is necessary for success in succeeding modules, mastery must be maintained to avoid the deleterious effects of mislearnings that may appear in later learning.

RANGE OF UTILITY

While the PI Program is designed primarily for use from kindergarten through grade 6, with slight modifications it can be used with pupils in pre-school, junior and senior high school, and adult education programs.

In pilot studies across a wide range of pupil abilities the program has been found to be successful for pupils with learning disabilities, emotional disorders and educational disadvantagement.

With respect to utilization in the classroom, the program will stand by itself as the sole source of instruction. Or, the program can be used as a means of re-cycling pupils who, after convential instruction, have not mastered the content.

P I P

THE PEER INSTRUCTION PROGRAM

Copyright c 1973 by

Fredric A. Rivkin and
Martha Dreiman

by

Martha Dreiman, Reading Consultant
Fredric A. Rivkin, Director of Special Projects

River Rouge Public Schools
River Rouge, Michigan 48218

CS 001 852

TABLE OF CONTENTS

MODULE 1 CONSONANTS p-, wh-, f-, th-, t-

Task a Identify consonants
Task b Complete worksheet papers

MODULE 2 CONSONANTS s-, sh-, ch-, k-, h-

Task a Identify consonants
Task b Complete worksheet papers
Task c Write beginning and ending consonants for whisper sounds

MODULE 3 CONSONANTS b-, w-, v-, th-, d-

Task a Identify consonants
Task b Complete worksheet papers

MODULE 4 CONSONANTS z-, j-, g-

Task a Identify consonants
Task b Complete worksheet papers
Task c Write beginning and ending consonants for voiced sounds

MODULE 5 CONSONANTS m-, n-, -ng

Task a Identify consonants
Task b Complete worksheet papers
Task c Write beginning and ending consonants

MODULE 6 CONSONANTS qu-, l-, r-, y-,-x

Task a Identify consonants
Task b Complete worksheet papers
Task c Write beginning and ending consonants for combination sounds

TABLE OF CONTENTS

MODULE 7 VOWEL -ee- as in Tree

Task a Identify vowel
Task b Peek Book

MODULE 8 VOWEL -a- as in Cat

Task a Identify vowel
Task b Mad Book

MODULE 9 VOWEL -i- as in Fish

Task a Identify vowel
Task b In Book

MODULE 10 VOWELS -a-, -i- Discrimination

Task a -a-, -i- Discrimination

MODULE 11 VOWEL -u- as in Duck

Task a Identify vowel
Task b Fun Book
Task c -a-, -i-, -u-, Discrimination

MODULE 12 VOWEL -o- as in Top

Task a Identify vowel
Task b Glob Book
Task c -a-, -i-, -u-, -o- Discrimination

MODULE 13 VOWEL -e- as in Bed

Task a Identify vowel
Task b Check Book
Task c -a-, -i-, -u-, -o-, -e- Discrimination

MODULE 1 TEACHER DIRECTIONS
Task a

OBJECTIVES

1. Point to complete column.

3. Name letter only.

4. Have the pupils listen and watch your lips as you say each sentence before they attempt to say the sentence. Always start at the top of the chart (or with the first sound of the module).

5. Give each of these sounds out of order on the chart.

6. Example of a mistake: "This is a pig." (give sound of g-l. Always start at the top. The pupil will begin to see and hear the visual-aural pattern.

7. Write sound on scrap paper (not necessary to keep).

MODULE 1 CONSONANTS: p-, wh-, f-, th-, t-
Task a

OBJECTIVES

1. Shown the consonant chart, the pupil will point to the first column and identify the letters as whisper sounds.

2. Given the five whisper sounds (p-, wh-, f-, th-, t-) the pupil will respond by saying that these are whisper sounds because the voice box is not used. The teeth, tongue, lips and jaws are used.

3. Shown the consonant chart, the pupil will say the names of the letters for the five whisper sounds, (p-, wh-, f-, th-, t-) in the order in which they appear on the chart with no errors.

4. Given a consonant sound, the pupil, in reciting, will precede each sound with the sentence:

p-	"This is a pig."	(Give sound of p)
wh-	"This is a wheel."	(Give sound of wh)
f-	"This is a fan."	(Give sound of f)
th-	"This is a three."	(Give sound of th)
t-	"This is a top."	(Give sound of t)

5. Given any of the first five (5) whisper sounds, the pupil will point to the correct sound on the consonant chart with no errors.

6. Given any of the first five (5) whisper sounds deliberately incorrect, the pupil will identify the mistake and correct it.

7. Shown five (5) picture cards, each beginning with a different whisper sound, the pupil will write each beginning letter sound.

QUALITY CONTROL

1. Teacher will point to each sound. Pupil will give sound.

*ALWAYS DATE QUALITY CONTROL CHECK-OFFS

3. The pupils may use regular writing paper for their written test. The same paper may be used for the first six modules and can be placed in pupil's own folder.

Teacher should use these test words in a sentence as well as in isolation.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 1, Task a, on "My P.I.P. Progress Chart."

MODULE I TEACHER DIRECTIONS
Task b

OBJECTIVES

1. Have pupil point to each picture while the P.I. is naming each picture. After each page is read, the pupil will write the consonant letter for only the "key" picture words. The other will be left blank.

MODULE I QUALITY CONTROL
Task b

1. Have pupil give the sound as he points to each picture. (It is not necessary to name each picture). If pupil has failed to mark a picture, or marks one incorrectly, have P.I. "read" the page over and pupil re-do it. Staple all pages of Module I together (even incorrect ones) and keep in folder.

MODULE 1 WORKSHEETS: p-, wh-, f-, th-, t-
Task b

OBJECTIVES

1. Given a worksheet for each sound (p-, wh-, f-, th-, t-) the pupil will mark only the pictures that begin with the same sound as the key pictures - after each worksheet is read orally.

MODULE 1
Task b

QUALITY CONTROL

1. When all five (5) pages of worksheets are completed, the pupil gives his work to the teacher to be corrected. PI is present during this Quality Control step.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 1, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check off Module 1 on the Module Monitor. (See Appendix A)

OBJECTIVES

It is not necessary to include, as a task, the definition of a whisper sound, but pupils need to be reminded that Module 2 sounds are whisper sounds.

1. Name letter only.

2. Have pupils listen and watch your lips, as you say each sentence, before they attempt to say the sentence.

3. Give each sound - out of the order on the chart.

4. Always use complete sentences and start at the beginning of the module sound (s-).

   Example: "This is a saw." (Give sound of s-).

5. May write sound on scrap paper. (Not necessary to keep.)

OBJECTIVES

1. Shown the consonant chart containing letter sounds (s-, sh-, ch-, k-, h-) the pupil will say the names of the letters in the order in which they appear on the chart with no errors.

2. Given a consonant sound, the pupil, in reciting, will precede each sound with the sentence:

s-	"This is a saw."	(Give sound of s)
sh-	"This is a ship."	(Give sound of sh)
ch-	"These are cherries."	(Give sound of ch)
k-	"This is a key."	(Give sound of k)
h-	"This is a horn."	(Give sound of h)

3. Given any of the consonant sounds (s-, sh-, ch-, k-, h-) the pupil will point to the correct letters on the consonant chart with no errors.

4. Given any of the five (5) whisper sounds, deliberately incorrect, the pupil will identify the mistake and correct it.

5. Shown five (5) picture cards, each beginning with a different whisper sound, the pupil will write the beginning letter sound with no errors.

MODULE 2
Task a

TEACHER DIRECTIONS

QUALITY CONTROL

1. Teacher points to sound on chart.

2. Test can be taken on same paper as Module 1.

MODULE 2
Task a

QUALITY CONTROL

1. The pupil will pronounce each of the five sounds (s-, sh-, ch-, k-, h-) correctly.

2. The pupil will write the beginning sound for each whisper sound pronounced by the teacher.

1.	spring	s-
2.	keen	k-
3.	cheese	ch-
4.	shake	sh-
5.	heard	h-
6.	charm	ch-
7.	keg	k-
8.	shoe	sh-
9.	hatch	h-
10.	soft	s-

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 2, Task a, on "My P.I.P. Progress Chart."

MODULE 2 TEACHER DIRECTIONS
Task b

OBJECTIVES

1. Follow directions for Module 1, Task b.

   If a pupil writes a k sound for a c spelling, credit may be given. This is not a test of spelling.

MODULE 2 QUALITY CONTROL
Task b

1. Follow directions for Module 1, Task b, Quality Control

MODULE 2 WORKSHEETS: s-, sh-, ch-, k-, h-
Task b

OBJECTIVES

1. Given a worksheet for each sound (s-, sh-, ch-, k-, h-) the pupil will mark only the pictures that begin with the same sound as the key picture - after each worksheet is read orally.

MODULE 2
Task b

QUALITY CONTROL

1. When all five (5) worksheets of Module 2 are completed the pupil gives his work to the teacher to be corrected. The PI is present during this Quality Control phase.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 2, Task b, on "My P.I.P. Progress Chart."

MODULE 2 TEACHER DIRECTIONS
Task c

Note:
There will be a test for beginning and ending sounds at the end of each of the four columns of the chart.

MODULE 2 QUALITY CONTROL
Task c

1. This test may also be taken on the same paper as Module 1, Task a, and Module 2, Task a.

   Again, use word in a sentence as well as in isolation.

2. The ending sounds used in all of the consonant modules are the ones most frequently missed. This type of lesson is excellent for auditory discrimination.

MODULE 2 BEGINNING AND ENDING CONSONANTS
Task c FOR WHISPER SOUNDS

OBJECTIVES

1. Given a series of pictures that begin and end with whisper sounds, the pupil will write the beginning and ending whisper sound for each picture with no errors.

MODULE 2
Task c

QUALITY CONTROL

1. The pupil will write the beginning and ending whisper sounds for each word pronounced by the teacher.

1.	thought	th - t
2.	what	wh - t
3.	speech	s - ch
4.	tap	t - p
5.	huff	h - f
6.	chart	ch - t
7.	plump	p - p
8.	feast	f - t
9.	taught	t - t
10.	kept	k - t

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 2, Task c, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks, a, b, and c are completed, check off Module 2 on the Module Monitor.

MODULE 3 TEACHER DIRECTIONS
Task a

OBJECTIVES

1. Pupil should point to the complete second column.

2. Make sure the pupil can feel the vibrations on throat.

3. Pupil names letters only.

4. Have pupils listen and watch your lips. They should place their hands on throats to feel vibrations when they say sentence.

6. Use complete sentences and the order of the chart.

7. You may use Phonovisual picture cards.

MODULE 3 CONSONANTS: b-, w-, v-, th-, d-
Task a

OBJECTIVES

1. Shown the consonant chart the pupil will point to the second column and identify them as voiced sounds with no errors.

2. Given the five (5) voiced sounds (b-, w-, v-, th-, d-) the pupil will respond by saying that these are voiced equivalents of the whisper sounds because the voice box is used. The pupil will also place his hand on the voice box to feel the vibrations.

3. Shown the consonant chart, the pupil will say, by name, the letters of the five (5) voiced sounds (b-, w-, v-, th-, d-) in the order in which they appear on the chart with no errors.

4. Given the voiced sounds from the consonant chart, the pupil, in reciting, will precede each sound with the sentence:

b-	"This is a bear."	(Give sound of b)
w-	"This is a wagon."	(Give sound of w)
v-	"This is a valentine."	(Give sound of v)
th-	"This 'this'."	(Give sound of th)
d-	"This is a duck."	(Give sound of d)

5. Given any of the five (5) voiced sounds, the pupil will point to the correct sound on the consonant chart with no error.

6. Given any of the first five (5) voiced sounds (b-, w-, v-, th-, d-) deliberately pronounced incorrect, the pupil will identify the mistake and correct it.

7. Shown five (5) picture cards, each beginning with a different voiced sound, the pupil will write the beginning letter sound with no errors.

MODULE 3 TEACHER DIRECTIONS
Task a

QUALITY CONTROL

1. Point to sound on chart.
   Pupil responds.

3. Take test on Module 1 and 2
   Test paper.

MODULE 3
Task a

QUALITY CONTROL

1. The pupil will pronounce each of the five (5) sounds (b-, w-, v-, th-, d-) correctly.

2. The pupil will define a voiced sound as using teeth, tongue, lips,and jaw - and voice box.

3. The pupil will write the beginning sound for each voiced sound pronounced by the teacher with no errors.

1.	victor	v-
2.	breeze	b-
3.	there	th-
4.	world	w-
5.	drive	d-
6.	they	th-
7.	drop	d-
8.	blew	b-
9.	verse	v-
10.	wag	w-

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 3, Task a, on "My P.I.P. Progress Chart."

MODULE 3 TEACHER DIRECTIONS
Task b

OBJECTIVES

1. Follow previous directions.

MODULE 3 QUALITY CONTROL
Task b

1. Follow previous directions.

MODULE 3 WORKSHEETS: b-, w-, v-, th-, d-
Task b

OBJECTIVES

1. Given a worksheet for each sound (b-, w-, v-, th-, d-) the pupil will mark only the pictures that begin with the same sound as the key picture after each worksheet is read orally.

MODULE 3
Task b

QUALITY CONTROL

1. When all five (5) worksheets of Module 3 are completed, the pupil will give his work to the teacher to be corrected. The PI is present during this Quality Control step.

When the pupil achieves 100% mastery, he may check off Module 3, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check off Module 3 on the Module Monitor.

MODULE 4 TEACHER DIRECTIONS
Task a

OBJECTIVES

1. Follow previous directions.
   Name letter.

2. - 4.
   Do the same as you did for Module 1, 2, and 3.

5. Picture Cards from Phonovisual.

MODULE 4 CONSONANTS: z-, j-, g-
Task a

OBJECTIVES

1. Shown a consonant chart containing the voiced sounds (z-, j-, g-) the pupil will identify each letter in the order they appear on the chart with no errors.

2. Given a consonant sound, the pupil, in reciting will precede each sound with the sentence:

z-	"This is a zebra."	(Give sound of z)
j-	"This is a jar."	(Give sound of j)
g-	"This is a goat."	(Give sound of g)

3. Given any of the three (3) voiced sounds (z-, j-, g-) the pupil will point to the correct letter on the consonant chart with no errors.

4. Given any of the three (3) voiced sounds (z-, j-, g-) deliberately incorrect, the pupil will identify the mistake and correct it.

5. Shown three (3) picture cards, each beginning with a different voiced sound, the pupil will write the beginning letter sound with no errors.

MODULE 4 TEACHER DIRECTIONS
Part A

QUALITY CONTROL

1. Follow previous Quality Control instructions.

MODULE 4
Task a

QUALITY CONTROL

1. The pupil will pronounce each of the three voiced sounds (z-, j-, g-) correctly.

2. The pupil will write the beginning sound for each voiced sound pronounced by the teacher with no errors.

1.	zinna	z-
2.	gift	g-
3.	jig	j-
4.	game	g-
5.	zero	z-
6.	grin	g-
7.	joy	j-
8.	zinc	z-
9.	gain	g-
10.	jog	j-

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 4, Task a, on "My P.I.P. Progress Chart."

MODULE 4
Task b

TEACHER DIRECTIONS

MODULE 4
Task b

QUALITY CONTROL

1. Follow previous instructions.

MODULE 4 WORKSHEETS: z-, j-, g-
Task b

OBJECTIVES

1. Given a worksheet for each of the sounds (z-, j-, g-) the pupil will mark only the pictures that begin with the same sound as the key picture - after each worksheet is read orally.

MODULE 4 QUALITY CONTROL
Task b

1. When all three worksheets of Module 4, Task b, are completed, the pupil will give his work to the teacher to be corrected. The PI is present during this Quality Control step.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 4, Task b, on "My P.I.P. Progress Chart."

MODULE 4 TEACHER DIRECTIONS
Task c

MODULE 4 QUALITY CONTROL
Task c

1. Follow directions for Module 2, Task c, Quality Control.

MODULE 4 BEGINNING AND ENDING SOUNDS
Task c

OBJECTIVES

1. Shown a series of pictures, the pupil will write the beginning and ending for each picture with no errors.

MODULE 4 QUALITY CONTROL
Task c

1. The pupil will write the beginning and ending sound for each word pronounced by the teacher with no errors.

1.	vanish	v - sh
2.	that	th - t
3.	jerk	j - k
4.	grass	g - s
5.	both	b - th
6.	watch	w - ch
7.	jot	j - t
8.	zip	z - p
9.	vouch	v - ch
10.	zest	z - t

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 4, Task c, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Task a, b, and c, are completed check off Module 4, on the Module Monitor.

MODULE 5 TEACHER DIRECTIONS
Task a

OBJECTIVES

2. Make sure each pupil can feel the nasal vibrations.

4. -ng is an ending sound because the line (-) is before the sound letters.

5. This chart may be printed on the board. It is important here that the pupil sees and hears the difference between the endings.

6. - 9.
Follow same as previous directions.

MODULE 5 CONSONANTS: m-, n-, -ng
Task a

OBJECTIVES

1. Shown a consonant chart the pupil will point to the third column and identify the letters as nasal sounds with no error.

2. Given any of the three (3) nasal sounds, the pupil will respond by saying that these are nasal sounds because of the vibration felt by placing his finger along side of his nose when making the sound of m-, n-, -ng.

3. Shown the consonant chart above, the pupil will say the names of the letters of the nasal sounds (m-, n-, -ng) with no errors.

4. Shown the -ng sound on the consonant chart, the pupil will say that -ng is used only as an ending sound. (The dash (-) preceding the -ng indicates that the sound is an ending one.)

5. Given the Module 5, Task a, discrimination chart, the pupil will repeat each word partner pronounced by the teacher with no errors.

(See discrimination chart on next page.)

6. Given the nasal sounds (m-, n-, -ng) the pupil, in reciting, will precede each sound with the sentence:

m-	"This is a monkey."	(Give sound of m)
n-	"This is a nest."	(Give sound of n)
-ng	"This is a swing."	(Give sound of -ng)

7. Given any of the three (3) nasal sounds (m-, n-, -ng) the pupil will point to the correct sound on the consonant chart with no errors.

8. Given any of the three (3) nasal sounds deliberately pronounced incorrect, the pupil will identify the mistake and correct it.

TEACHER DIRECTIONS

QUALITY CONTROL

3. Pupil may need help with the first column, but must be able to add the -ng sound in the second column.

MODULE 5 CONSONANTS: m-, n-, -ng
Task a

OBJECTIVES

9. Shown a series of picture cards, each with a different nasal sound, the pupil will write the nasal sound with no errors.

MODULE 5
Task a

QUALITY CONTROL

1. The pupil will pronounce each of the three (3) nasal sounds correctly.

2. The pupil will define a nasal sound with no error.

3. The pupil will read the Module 5, Task a, discrimination chart with no errors.

4. The pupil will write the nasal sound for each word pronounced by the teacher with no errors.

1.	move	m-
2.	new	n-
3.	mask	m-
4.	rang	-ng
5.	noise	n-
6.	thing	-ng
7.	long	-ng
8.	mouth	m-
9.	sing	-ng
10.	ned	n-

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 5, Task a, on "My P.I.P. Progress Chart."

TEACHER DIRECTIONS

OBJECTIVES

1. Follow same as previous directions.

MODULE 5
Task b

QUALITY CONTROL

1. Follow same as previous directions.

MODULE 5 WORKSHEETS: m-, n-, -ng
Task b

OBJECTIVES

1. Given a worksheet for each nasal sound, the pupil will mark only the pictures that have the same sound as the key picture - after each worksheet is read orally.

MODULE 5 QUALITY CONTROL
Task b

1. When all three (3) worksheets of Module 5, Task b, are completed, the pupil will give his work to the teacher to be corrected.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 5, Task b, on "My P.I.P. Progress Chart."

MODULE 5
Task c

TEACHER DIRECTIONS

OBJECTIVES

1. Follow directions for Module 2, Task c.

MODULE 5 BEGINNING AND ENDING SOUNDS
Task c

OBJECTIVES

1. Shown a series of pictures, the pupil will write the beginning and ending sounds for each picture with no errors.

MODULE 5
Task c

QUALITY CONTROL

1. The pupil will write the beginning and ending sounds for each word pronounced by the teacher with no errors.

1.	sang	s - ng
2.	drum	d - m
3.	green	g - n
4.	thing	th - ng
5.	north	n - th
6.	dong	d - ng
7.	bloom	b - m
8.	chicken	ch - n
9.	should	sh - d
10.	plan	p - n

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 5, Task c, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a, b, and c, are completed, check off Module 5 on the Module Monitor.

OBJECTIVES

2. The -x ending is really two whisper sounds, ks.
The qu- sound is the same as kw.

MODULE 6 CONSONANTS: qu-, l-, r-, y-, -x
Task a

OBJECTIVES

1. Shown a consonant chart, the pupil will point to the fourth column and identify the letters as combination sounds with no error.

2. Given the sounds of column four, the pupil will describe combination sounds as using both whisper, voiced, and ending sounds.

3. Shown the consonant chart, the pupil will identify, by saying, the combination letter names in the order in which they appear on the chart with no errors.

4. Given a consonant sound, the pupil, in reciting, will precede each sound with the sentence:

qu-	"This is a queen."	(Give sound of qu)
l-	"This is a leaf."	(Give sound of l)
r-	"This is a rabbit."	(Give sound of r)
y-	"This is a yard."	(Give sound of y)
-x	"This is a box."	(Give sound of -x)

5. Given any of the five (5) combinations sounds on the consonant chart, the pupil will point to the correct sound with no errors.

6. Given any of the combination sounds deliberately pronounced incorrect, the pupil will identify the mistake and correct it.

7. Shown a series of picture cards, each with a different combination sound, the pupil will write the sound with no error.

MODULE 6 TEACHER DIRECTIONS
Task a

QUALITY CONTROL

1. - 3.
Follow previous directions.

MODULE 6
Task a

QUALITY CONTROL

1. The pupil will pronounce each of the five (5) combination sounds correctly.

2. The pupil will define a combination sound.

3. The pupil will write the combination sound for each word pronounced by the teacher:

1.	learner	l-
2.	younger	y-
3.	risk	r-
4.	quarrel	qu-
5.	lunch	l-
6.	wax	-x
7.	quilt	qu-
8.	fox	-x
9.	yawn	y-
10.	reach	r-

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 6, Task a, on "My P.I.P. Progress Chart."

MODULE 6 TEACHER DIRECTIONS
Task b

OBJECTIVES

1. Follow previous directions.

MODULE 6 QUALITY CONTROL
Task b

1. Do not mark wrong any ks sound the pupil gives for the -x spelling, i.e. sticks, books, socks, locks, sacks. Although the spelling is incorrect, pupils are still hearing the correct sound, which is more important than spelling at this point.

MODULE 6 WORKSHEETS: qu-, l-, r-, y-, -x
Task b

OBJECTIVES.

1. Given a worksheet for each of the combinations sounds, the pupil will mark only the pictures that begin with the same sound as the key picture after each worksheet is read orally.

MODULE 6 QUALITY CONTROL
Task b

1. When all five (5) pages are completed, the pupil gives his work to the teacher to be corrected.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 6, Task b, on "My P.I.P. Progress Chart."

MODULE 6
Task c

TEACHER DIRECTIONS

OBJECTIVES

1. Follow previous directions.

MODULE 6
Task c

QUALITY CONTROL

1. Follow previous directions.

MODULE 6 BEGINNING AND ENDING SOUNDS
Task c

OBJECTIVES

1. Shown a series of pictures, containing beginning and ending sounds, the pupil will write the beginning and ending for each picture with no errors.

MODULE 6
Task c

QUALITY CONTROL

1. The pupil will write the beginning and ending sound for each word pronounced by the teacher with no errors.

1.	youth	y - th
2.	roast	r - t
3.	lunch	l - ch
4.	mix	m - x
5.	room	r - m
6.	leaf	l - f
7.	yearn	y - n
8.	quiet	qu - t
9.	round	r - d
10.	quick	qu - k

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 6, Task c, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a, b, and c are completed, check off Module 6 on the Module Monitor.

MODULE 7 TEACHER DIRECTIONS
Task a

OBJECTIVES

1. Point to ee on chart.

2. Explain to pupil that ee says e (it's own name).

3. Auditory pattern - give sounds in isolation sh ee p. Pupil can use board, if handy, or scrap paper.

4. Same as No. 3.

5. Write on board or paper to show pupil.

6. Put on board or paper. Pupil may write on same.

7. It is not necessary for the pupil to read all 64 "ee" words. Make sure pupils know the meanings of the less frequently used words as some will be used later in the booklet they will read and illustrate. You may pick the words at random or use the entire list. Do at least 24 words. Keep in mind that for some pupils this will be their first time blending sounds. This is also an excellent review of previously taught consonants.

MODULE 7 VOWEL: ee as in TREE
Task a

OBJECTIVES

1. Shown the vowel -ee- on the vowel chart, the pupil will identify the vowels as the letter ee with no errors.

2. Given the ee in the word, tree, tne pupil will identify the ee sound by saying the long e sound with no error.

3. Given the word sh ee p in an auditory pattern, the pupil will write the sh sound first, the ee sound second, and the p sound last with no errors.

4. Given the word keep, the pupil will write the three (3) auditory sounds (k- ee -p) with no errors.

5. Shown the words meet, seed and keep the pupil will pronounce the sounds of each word slowly so as to blend the sounds into the correct pronunciation. Then the pupil will repeat the blending sound a second time at a more rapid rate with no errors.

6. Given the word keep, the pupil will change the word to peep by substituting a p for the k. The pupil will also underline the vowel ee.

   Change peep to say sheep.
   Change sheep to say sheet.

   Underline the vowel ee in each word.

7. Given a list of 64 ee words, the pupil will orally make up a sentence for each of 24 selected words. The word must be used correctly in each sentence.

QUALITY CONTROL

Pupil will read each word.

This test may be taken on regular writing paper and kept in pupil's folder. For some of the younger pupils it is helpful to have them underline the "ee" vowel pattern in the word.

MODULE 7
Task a

OBJECTIVES

CHART 1

peel	seen	bee	feet
peep	seep	beef	heed
queen	sheep	beet	heel
reed	sheet	cheek	jeep
reef	teeth	deed	keen
reel	wee	deep	keep
see	weed	eel	meek
seed	week	fee	meet
seek	weep	feed	need
seem	wheel	feel	peek
sleep	steep	bleed	glee
sleet	street	breed	green
speech	sweep	creek	greet
speed	sweet	creep	screech
spleen	three	flee	screen
steel	tree	fleet	sleek

MODULE 7
Task a

QUALITY CONTROL

1. Using the Module 7 ee chart, the pupil will read aloud each word on the chart without error.

2. Using the list of words containing the ee vowel pattern below, the pupil will write each word from dictation with no errors.

    1. creep
    2. eel
    3. fleet
    4. leech
    5. meek
    6. reef
    7. screen
    8. sleet
    9. tree
    10. weep

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 7, Task a, on "My P.I.P. Progress Chart."

MODULE 7
Task b

OBJECTIVES

1. Given THE PEEK BOOK, the pupil will read the sentence on each page. On the opposite page the pupil will draw a picture that illustrates the sentence.

MODULE 7
Task b

QUALITY CONTROL

1. The pupil will read each sentence aloud from THE PEEK BOOK.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off MODULE 7, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check off Module 7 on the Module Monitor.

OBJECTIVES

1. Letter recognition - the letter -a- as a vowel.

2. Use chart, or put on board, which ever is most convenient for you.

3. Point to each a- on the chart and pronounce the short a sound. Then going over the chart again, deliberately make a mistake in pronunciation at random. Go through the list several times.

4. Write a- on the board. Say "at". Have pupil add a 't' to the a- on the board. Next, say "am" - pupil will add 'm' to the a-. Continue until all six are written. Some pupils will need more practice than others. Note the line (-) after each of the a's. Remind pupil that the line means a consonant is missing.

5. Erase board and have pupil write the six words from dictation. Pupil may write on board or paper.

MODULE 8 VOWEL: -a- as in CAT
Task 3

OBJECTIVES

1. Shown the vowel -a- on the vowel chart, the pupil will identify the vowel -a- (as in cat).

2. Shown the series of a-'s written on Chart 1:

CHART 1

a-	a-
a-	a-
a-	a-

the pupil will repeat the sound of a- (as in cat) after the teacher points to each a- and says the sound with no errors.

3. Using the series of a-'s (see No. 2 above), the teacher will point to each a- and pronounce some letters correctly and some will be pronounced incorrectly. The pupil must identify and correct the incorrect pronunciations.

4. Shown the a- column on chart 1 and given a word from dictation, the pupil will write the missing letter(s) with no errors.

CHART 2

at	and
am	ask
an	ant

5. Given the following words (at, am, an, and, ask, ant), from dictation, the pupil will write each word correctly.

MODULE 8 TEACHER DIRECTIONS
Task a

OBJECTIVES

6. Pupil should read list orally. Make sure he knows the meaning of all the words.

MODULE 8 QUALITY CONTROL
Task a

1. Pupil will orally read each word.

MODULE 8
Task a

OBJECTIVES

6. Shown the short -a- words below, the pupil will pronounce each word correctly by blending the sounds together.

CHART 3

lap	fan	cat
hat	land	ask
sad	sat	rat
bag	bat	bad
cap	gas	add
man	map	nap
an	at	dad
lamp	hard	lad
rap	tap	band
fat	am	had
camp	fast	ran
wag	tan	lag
can	ham	cab
last	rag	mad
pal	clap	slap
and	back	mat
pan	pat	pad
sap	sand	past

MODULE 8
Task a

QUALITY CONTROL

1. Shown the short -a- Quality Control chart below, the pupil will pronounce each word by blending the sounds with no errors.

MODULE 8 - QUALITY CONTROL CHART

wax	cash
sand	whack
clap	raft
gab	slam
and	hash

MODULE 8 TEACHER DIRECTIONS
Task a

QUALITY CONTROL

2. Words may be written on test paper used for Module 7.

MODULE 8
Task a

QUALITY CONTROL

2. Given the following short -a- words from dictation, the pupil will write each word with no errors.

pad	back
lamp	tab
blast	ham
an	tax
gas	trash

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 8, Task a, on "My P.I.P. Progress Chart."

MODULE 8 TEACHER DIRECTIONS
Task b

OBJECTIVES

1. Help pupil with any words he is having trouble with. Stress that the picture should show what the sentence says. They may be colored, etc. (These booklets are for the pupils to keep after the quality control check.)

MODULE 8
Task b

OBJECTIVES

1. Given THE MAD BOOK, containing short a vowels, the pupil will read each sentence. On the opposite page he will draw a picture that illustrates the sentence.

MODULE 8
Task b

QUALITY CONTROL

1. The pupil will read each sentence aloud from THE MAD BOOK with no errors.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 8, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check off Module 8 on the Module Monitor

MODULE 9 TEACHER DIRECTIONS
Task a

OBJECTIVES

1. Letter recognition. The letter -i- as a vowel.

2. These letters may be put on the board, if it is easier. Note the line (-). The line is where the consonants will be placed.

3. Point to each i and say the short i sound. Deliberately make a mistake at random. Have the pupil raise his hand when he hears the wrong sound, and correct it.

4. Use scrap paper - or the board for pupil to write the words.

5. Use new scrap paper - or erased board to write words from dictation.

MODULE 9 VOWEL: -i- as in FISH
Task a

OBJECTIVES

1. Shown the vowel -i- on the vowel chart, the pupil will identify the vowel as the letter i (as in fish).

2. Shown a series of -i-'s on Chart 1:

CHART 1

i-	i-
i-	i-
i-	i-

the pupil will repeat the short i shound (as in fish) with no errors after the teacher points to each -i- and says the sound.

3. Using the series of -i-'s (see No. 2 above) the teacher will point to each -i- and pronounce some of the letters correctly and some will be pronounced incorrectly. The pupil must identify and correct the incorrect pronunciations.

4. Given the -i- columns on Chart 1 and given a word from dictation, the pupil will write the missing letter(s) with no errors.

CHART 2

in	fish
if	him
it	pig

5. Given the following words (in, if, it, fish, him, pig) from dictation, the pupil will write each word with no errors.

MODULE 9 TEACHER DIRECTIONS
Task a

OBJECTIVES

6. Pupil should know the meanings of each of these words.

MODULE 9
Task a

OBJECTIVES

6. Shown the short i words below, the pupil will pronounce each word correctly by blending the sounds together.

CHART 3

is	it	dig
hid	sip	rib
limp	lip	pit
rid	risk	hip
bib	milk	big
pig	lid	lit
his	dip	bill
bid	till	if
pin	kiss	hint
him	tin	rim
in	dim	silk
fill	fist	will
did	sit	bill
ill	mill	rip
fit	kill	wig
hit	sift	tip
bit	miss	pill
lift	fin	win

MODULE 9
Task a

TEACHER DIRECTIONS

QUALITY CONTROL

1. Read orally.

2. Pupil may use test paper in folder to write words.

QUALITY CONTROL

1. Shown the short i chart below, the pupil will pronounce each word by blending the sounds with no errors.

SHORT i CHART

fix	zip
wig	pitch
chin	silk
grip	trick
rim	shrimp

2. Given the following short i words from dictation, the pupil will write each word with no errors.

spin	bib
rip	grit
print	him
mix	sing
rich	win

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 9, Task a, on "My P.I.P. Progress Chart."

TEACHER DIRECTIONS

OBJECTIVES

1. Again, help may be given for any word a pupil does not know. Encourage pupils to read each sentence carefully - watching for words like on, in, over, etc. These words can affect the pictures.

MODULE 9
Task b

OBJECTIVES

1. Given THE IN BOOK, containing short i vowels, the pupil will read the sentence on each page. On the opposite page he will draw a picture that illustrates the sentence.

MODULE 9
Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE IN BOOK with no errors.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 9, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check off Module 9 on the Module Monitor.

MODULE 10 TEACHER DIRECTIONS
Task a

OBJECTIVES

1. This is for auditory discrimination. Read each word orally. The Pupil must point to the correct vowel - a or i.

2. Read each word. The pupil will write only the correct vowel, a or i, for each word dictated. Use scrap paper - or the board. Some pupils are going to need more practice than others. For those pupils, refer to the short vowel lists in the modules.

MODULE 10 VOWELS: -a-, -i-, DISCRIMINATION
Task a

OBJECTIVES

1. Given a series of words orally containing short a and i (see below), the pupil will point to the correct vowel on the vowel chart.

CHART 1

glad	twist
stick	blimp
skim	class
flag	grim
crab	grab

2. Given a list of words containing short a and i, the pupil will write the correct vowel for each word.

CHART 2

pit	flip
skip	clam
last	slid
trim	crack
brand	fact

MODULE 10 TEACHER DIRECTIONS
Task a

QUALITY CONTROL

1. Pupil writes only the correct vowel sound.
   Use own test paper in folder.

MODULE 10
Task a

QUALITY CONTROL

1. Given a series of words containing short -a- and -i- from dictation, the pupil will write the correct short vowel sound for each word.

1.	grass	5.	stag
2.	drill	7.	scan
3.	slick	8.	frisk
4.	yam	9.	vast
5.	glint	10.	whisk

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 10, Task a, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Task a, is completed, check off Module 10 on the Module Monitor.

OBJECTIVES

1. Letter identification - the letter -u- which is the vowel in duck.

2. These may be put on the board if more convenient. Watch the line (-) representing a consonant sound. Make sure pupil knows what the (-) means.

3. Deliberately make a mistake on one vowel while going through list. Have pupil raise hand when he hears the incorrect sound. Go through the list several times.

4. Use scrap paper or board. Have pupil listen carefully to see if the consonants come before or after the vowel sound.

5. Use either paper - or the board.

MODULE 11 VOWEL: -u- as in DUCK
Task a

OBJECTIVES

1. Shown the vowel -u- on the vowel chart, the pupil will identify the vowel as the letter u (as in duck).

2. Shown a series of -u-'s on Chart 1:

CHART 1

u-	u-
u-	u-
-u-	-u-

the pupil will repeat the sound of -u- (as in duck) after the teacher points to each -u- and says the sound.

3. Using the series of -u-'s (see No. 2 above) the teacher will point to each -u- and pronounce some of the letters correctly and some will be pronounced incorrectly. The pupil must identify and correct the incorrect pronunciations.

4. Shown the -u- columns on Chart 1 and given a word from dictation, the pupil will write the missing letter(s) with no errors.

CHART 2

up	rug
us	dust
cup	spun

5. Given the following words (up, us, cup, rug, dust, spun) from dictation, the pupil will write each word with no errors.

OBJECTIVES

6. Make sure pupil knows the meaning of each of these short u words - as well as being able to sound them out.

MODULE 11
Task a

OBJECTIVES

6. Shown the short -u- words below, the pupil will pronounce each word with no errors by blending the sounds together.

CHART 3

hub	us	hum
hut	must	fund
pump	fuss	muss
rug	hump	mumps
tub	mug	fun
hug	lug	tug
rub	up	bump
bug	dump	cup
lump	suds	bunt
but	rut	dust
sum	mud	nut
gum	puff	sulk
dug	sun	bun
bud	pup	cub
gun	tuck	luck
run	bum	bus
rust	cuff	cut
runt	dull	duck

MODULE 11 TEACHER DIRECTIONS
Task a

QUALITY CONTROL

1. Point to each word. Pupil should pronounce the words without hesitation.

2. Pupil may take test on test paper kept in his folder.

MODULE 11
Task a

QUALITY CONTROL

1. Shown the short -u- chart below, the pupil will pronounce each word with no errors by blending the sounds.

MODULE 11 - QUALITY CONTROL CHART

rust	bus
cuff	lunch
luck	bump
bug	nut
drum	cup

2. Given the following short u words from dictation, the pupil will write each word with no errors.

rush	plug
cut	fun
sum	pump
bud	must
rut	trust

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 11, Task a, on "My P.I.P. Progress Chart."

MODULE II — TEACHER DIRECTIONS
Task b

OBJECTIVES

1. Follow directions given for the other booklets.

MODULE II TEACHER DIRECTIONS
Task c

OBJECTIVES

1. This is for auditory discrimination of the three vowels learned previously. The pupil must point to the correct vowel on chart.

2. Write only correct vowel.

MODULE 11 - VOWELS: -a-, -i-, -u- DISCRIMINATION
Task c

OBJECTIVES

1. Given a series of words orally, containing short -a-, -i-, -u- (see below), the pupil will point to the vowel on the vowel chart with no errors.

CHART 1

tilt	slug
brag	bluff
stub	drank
spank	buck
mint	tusk

2. Given a list of words containing short -a-, -i-, -u-, the pupil will write the vowel for each word with no errors.

CHART 2

skid	plug
skull	pick
dump	swim
grand	brad
brag	plum

QUALITY CONTROL

1. Use test paper from pupil's folder.

MODULE 11
Task c

QUALITY CONTROL

1. Given a series of words containing short -a-, -i-, -u- from dictation, the pupil will write the short vowel sound for each word with no errors.

1.	graft	6.	quiz
2.	flinch	7.	snub
3.	hunch	8.	rag
4.	pulp	9.	grim
5.	flash	10.	flung

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 11, Task c, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a, b, and c, are completed, check off Module 11 on the Module Monitor.

MODULE 12 TEACHER DIRECTIONS
Task a

OBJECTIVES

1. Follow same directions given for the previous vowels.

MODULE 12 VOWEL: -o- as in TOP
Task a

OBJECTIVES

1. Shown the vowel -o- on the vowel chart, the pupil will identify the vowel as the letter o- and as having the sound of -o- (as in top).

2. Shown a series of -o-'s on Chart 1:

CHART 1

o-	-o-
o-	-o-
-o-	-o-

the pupil will repeat the sound of -o- (as in top) after the teacher points to each -o- and says the sound.

3. Using a series of -o-'s (see No. 2 above) the teacher will point to each -o- and pronounce some of the letters correctly, and some will be pronounced incorrectly. The pupil must identify and correct the incorrect pronunciations.

4. Shown the -o- column on Chart 1 and given a word from dictation, the pupil will write the missing letter(s) with no errors.

CHART 2

ot	not
ot	not
not	not

Copy the following words (ot, on) not, hot, dot, pot) from dictation, the pupil will write each word with no errors.

OBJECTIVES

6. Make sure the pupil knows the meaning of each of these short o words.

OBJECTIVES

6. Shown the short -o- words below, the pupil will pronounce each word by blending the sourds together with no errors.

CHART 3

odd	cot	hot
not	rock	lo
sop	block	lob
hop	pot	mop
rob	got	pop
gob	slop	crock
dot	fond	dock
rot	sob	tot
stop	flock	smog
pond	mob	nod
rod	sod	mock
spot	hock	romp
lot	cop	lock
top	sock	pod
drop	bob	fob
doll	cob	bond
God	on	smock
flop	cog	trot

QUALITY CONTROL

1. Follow directions for Module 11-a.

2. Take test on test paper kept in folder.

MODULE 12
Task 3

QUALITY CONTROL

1. Shown the short -o- chart below, the pupil will pronounce each word by blending the sounds with no errors.

MODULE 12 - QUALITY CONTROL CHART

qot	smoq
pond	stop
mock	doll
slot	flock
crock	odd

2. Given the following short -o- words from dictation, the pupil will write each word with no errors.

mop	trot
pop	plod
on	tot
lot	flock (flo (k))
crop	romp

TASK COMPLETION

eves 100% mastery, he may check off
on "My P.I.P. Progress Chart."

MODULE 12
Task b

TEACHER DIRECTIONS

OBJECTIVES

1. Follow previous directions for using booklets. (Modules 8 - 9 - 10, Task b).

MODULE 12
Task b

OBJECTIVES

1. Given THE GLOB BOOK, containing short o words, the pupil will read the sentence on each page. On the opposite page he will draw a picture that illustrates the sentence.

MODULE 12
Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE GLOB BOOK with no errors.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 12, Task b, on "My P.I.P. Progress Chart."

OBJECTIVES

1. Have pupil point to correct vowel on chart.

2. Use the board - or scrap paper. If much difficulty is noted in this discrimination level, pick additional words from previously given short vowels lists, for additional practice.

MODULE 12 VOWELS: -a-, -i-, -u-, -o- DISCRIMINATION
Task c

OBJECTIVES

1. Given a series of words orally, containing short -a-, -i-, -u-, -o-, the pupil will point to the correct vowel on the vowel chart with no errors.

CHART 1

flop	still
gasp	mob
crisp	plus
trunk	blot
smack	flip

2. Given a list of words containing short -a-, -i-, -u-, -o-, the pupil will write the vowel in each word with no errors.

CHART 2

1. flat	6. stack
2. lamp	7. cuff
3. rot	8. grill
4. block	9. bond
5. gum	10. lift

MODULE 12 TEACHER DIRECTIONS
Task c

QUALITY CONTROL

1. Take test on test paper kept in pupil's folder.

MODULE 12
Task c

QUALITY CONTROL

1. Given a series of words containing short -a-, -i-, -u-, -o- from dictation, the pupil will write the short vowel sound for each word with no errors.

1.	stop	6.	hint
2.	pants	7.	rub
3.	ill	8.	drank
4.	on	9.	romp
5.	must	10.	dock

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 12, Task c, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a, b, and c are completed, check off Module 12 on the Module Monitor.

MODULE 13 TEACHER DIRECTIONS
Task a

OBJECTIVES

1. - 4.
Follow directions as given for Module 11-a.

5. Use board or scrap paper.

QUALITY CONTROL

1. Shown the vowel -e- on the vowel chart, the pupil will identify the vowel as the letter e and as having the sound of -e- (as in bed).

2. Shown a series of -e-'s on Chart 1.

CHART 1

e-	-e-
e-	-e-
e-	-e-

the pupil will give the sound of -e- (as in bed) as the teacher points to each -e- with no errors.

3. Using a series of -e-'s (see No. 2 above), the teacher will point to each -e- and pronounce some of the letters correctly, and some will be pronounced incorrectly. The pupil must identify and correct the incorrect pronunciations.

4. Shown the -e- column on Chart 1 and given a word from dictation, the pupil will write the missing letter(s) with no errors.

CHART 2

end	beg
elm	jet
elf	leg

5. Given the following words (end, elm, elf, beg, jet, leg) from dictation, the pupil will write each word with no errors.

OBJECTIVES

6. Make sure pupils know the meanings of each of these words.

QUALITY CONTROL

6. Shown the short -e- words below, the pupil will pronounce each word with no errors by blending the sounds together.

CHART 3

red	hem	send
pen	help	fed
led	ten	went
bend	pet	men
bet	set	tent
nest	end	net
rest	mess	mend
held	hen	lend
less	get	well
sent	bed	belt
rent	sell	left
test	dent	web
bell	melt	kept
beg	fell	neck
wast	wet	elm
bent	pest	best
met	let	tell
felt	desk	pelt

QUALITY CONTROL

--- Have pupil say each word on chart.

2. Use test paper from pupil's folder.

QUALITY CONTROL

1. Shown the short -e- chart below, the pupil will pronounce each word with no errors by blending the sounds.

MODULE 13 - QUALITY CONTROL CHART

test	self
keg	pelt
lend	fresh
neck	elm
zest	mess

2. Given the following short -e- words from dictation, the pupil will write each word with no errors.

pest	jet
went	test
yet	web
help	pen
bent	sled

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 13, Task a, on "My P.I.P. Progress Chart."

MODULE 13 TEACHER DIRECTIONS
Task b

OBJECTIVES

1. Follow directions for Module 8-b.

MODULE 13
Task b

OBJECTIVES

1. Given THE CHECK BOOK, containing short -e- words, the pupil will read the sentence on each page. On the opposite page he will draw a picture that illustrates the sentence.

MODULE 13
Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE CHECK BOOK with no errors.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 13, Task b, on "My P.I.P. Progress Chart."

TEACHER DIRECTIONS

OBJECTIVES

1. Have pupil point to correct vowel on chart

2. Use board - or scrap paper. If additional practice is needed - take words from previously given short vowel lists.

MODULE II VOWELS: -a-, -i-, -u-, -o-, -e-,
Task 2 DISCRIMINATION

OBJECTIVES

1. Given a series of words orally containing short -a-, -i-, -u-, -o-, -e-, the pupil will point to the vowel on the vowel chart with no errors.

CHART 1

bud	rich
lamp	test
must	crop
lot	yet
sing	ham

2. Given a list of words containing short -a-, -i-, -u-, -o-, -e-, the pupil will write the vowel for each word with no errors.

CHART 2

cliff	truck
swam	plop
plod	wind
left	suds
wept	slap

MODULE 13 TEACHER DIRECTIONS
Task c

QUALITY CONTROL

1. Take test on test paper kept in pupil's folder.

MODULE 13
Task c

QUALITY CONTROL

1. Given a series of words containing short -a-, -i-, -u-, -o-, -e- from dictation, the pupil will write the short vowel sound for each word with no errors.

1.	strip	6.	smack
2.	blunt	7.	blond
3.	blend	8.	stock
4.	stack	9.	wilt
5.	trust	10.	wed

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 13, Task c, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a, b, and c are completed, check off Module 13 on the Module Monitor

MODULE 14 VOWEL: a-e as in CAKE
Task a

OBJECTIVES

1. Shown the vowels a-e on the vowel chart, the pupil will identify the vowels as a-e and say that they have the sound of ā (as in cake).

2. Shown the a-e pattern on the vowel chart, the pupil will say that the ā sounds its own name, and the e is silent.

3. Shown a series of a-e patterns on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

CHART 1

a-e	a-e
a-e	a-e
a-e	a-e

CHART 2

make	lake
rate	mate
take	fake

4. Shown the a-e patterned words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

CHART 3

make	*hate	*cake
*ate	base	*rake
*whale	made	chase
*lame	take	*late
safe	*cane	*male
fame	shake	*name
stake	blade	spade
trade	blame	*flame
*sale	bake	*snake
*crate	*drape	*frame
*skate	*lake	*shape
*grade	*plane	

*Words used in BAKE booklet.

25 001 852

MODULE 14
Task a

QUALITY CONTROL

1. Shown the a-e pattern on the vowel chart, the pupil will identify $\bar{a}$ as being a long vowel and the e as being silent.

2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

QUALITY CONTROL
a-e CHART

shame	blade
base	cake
trade	ate
mate	shape
pale	cane

3. Given the a-e patterned words below from dictation, the pupil will write each word correctly.

1. take	6. safe
2. shade	7. lame
3. pale	8. base
4. late	9. crate
5. ate	10. shake

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 14, Task a, on "My P.I.P. Progress Chart."

MODULE 14
Task b

OBJECTIVES

1. Given THE BAKE BOOK, containing a-e words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

MODULE 14
Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE BAKE BOOK with no errors.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 14, Task b, on "My P.I.P. Progress Chart."

MODULE 14 -a- and a-e DISCRIMINATION
Task c

OBJECTIVES

1. Using the vowel chart and orally given a series of words containing short a (as in cat) and long a-e (as in cake) sounds, the pupil will point to the correct vowel on the chart.

CHART 1

pal	cane
ate	flat
man	stale
sat	shade
hate	clap

2. Given the short a words below, the pupil will change each to a long vowel a word by adding an e.

CHART 2

mat	mat_	pal	pal_
pan	pan_	hat	hat_
can	can_	cap	cap_
at	at_	mad	mad_
rat	rat_	plan	plan_

QUALITY CONTROL

1. Given the words below, orally, the pupil will point to the correct vowel on the wall chart and identify the vowel sound as long or short.

1. fast	6. mad
2. sale	7. ham
3. flame	8. make
4. can	9. hate
5. shape	10. sand

2. Given the -a- and a-e words below orally, the pupil will write each word correctly.

1. rate	6. nap
2. pat	7. man
3. lake	8. snake
4. gas	9. late
5. ate	10. lad

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 14, Task c, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a, b, and c are completed, check off Module 14 on the Module Monitor.

MODULE 15 VOWEL: i-e as in FIVE
Task a

OBJECTIVES

1. Shown the vowels i-e on the vowel chart, the pupil will identify the vowels as i-e and say that they have the sound of $\overline{I}$ (as in five).

2. Shown the i-e pattern on the vowel chart, the pupil will say that the i sounds its own name, and the e is silent.

3. Shown a series of i-e patterns on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

CHART 1

i-e	i-e
i-e	i-e
i-e	i-e

CHART 2

nine	pipe
file	shine
hide	white

4. Shown the i-e patterned words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

CHART 3

*mile	twine	*tribe
*awhile	drive	*side
*line	life	quite
*chime	*bite	*fine
*lime	*smile	*glide
*wipe	time	*prize
*vine	*wife	*slide
*pile	pride	*strike
*hike	*pine	tide
*tile	spine	*kite
*dine	*nine	*pipe
*five	*like	*ride

*Words used in SMILE booklet.

MODULE 15
Task a

QUALITY CONTROL

1. Shown the i-e pattern on the vowel chart, the pupil will identify $\bar{i}$ as being a long vowel and the e as being silent.

2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly be blending the sounds.

QUALITY CONTROL
i-e CHART

five	shine
dime	life
smile	chime
bite	white
hike	side

3. Given the i-e patterned words below from dictation, the pupil will write each word correctly.

1. mile	6. white
2. ride	7. dime
3. nine	8. smile
4. pride	9. pipe
5. fine	10. twine

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 51, Task a, on "My P.I.P. Progress Chart."

MODULE 15
Task b

OBJECTIVES

1. Given THE SMILE BOOK, containing i-e words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

MODULE 15
Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE SMILE BOOK with no errors.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 15, on "My P.I.P. Progress Chart."

MODULE 15 -i- and i-e DISCRIMINATION
Task c

OBJECTIVES

1. Using the vowel chart and orally given a series of words containing short i (as in fish) and long i-e (as in five) sounds, the pupil will poing to the correct vowel on the chart.

CHART 1

hike	bit
lid	line
mile	time
kite	sit
hip	pin

2. Given the short i words below, the pupil will change each to a long vowel i-e word by adding an e.

CHART 2

spit	spit_	dim	dim_
shin	shin_	kit	kit_
rid	rid_	pip	pip_
rip	rip_	pin	pin_
fin	fin_	sit	sit_

MODULE 15
Task c

QUALITY CONTROL

1. Given the words below orally, the pupil will point to the correct vowel on the wall chart and identify the vowel sound as long or short.

1. smile	6. pride
2. lid	7. thick
3. fine	8. shin
4. tide	9. spine
5. sit	10. dish

2. Given the -i- and i-e words below orally, the pupil will write each word correctly.

1. ship	6. dime
2. hike	7. tin
3. side	8. pine
4. pit	9. ripe
5. him	10. chin

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 15, Task c, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a, b, and c are completed, check off Module 15 on the Module Monitor.

MODULE 16 VOWEL: u-e as in MULE
Task a

OBJECTIVES

1. Shown the vowels u-e on the vowel chart, the pupil will identify the vowels as u-e and say that they have the sound of ū (as in mule).

2. Shown the u-e pattern on the vowel chart, the pupil will say that the ū sounds its own name, and the e is silent.

3. Shown a series of u-e patterns on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

CHART 1

u-e
u-e
u-e

CHART 2

mule
cute
fuse

4. Shown the u-e patterned words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

CHART 3

*cube	fuse	*dune
*cure	*mule	*tune
*duke	mute	*fume
*cute	*tube	
pure	*use	

*Words used in CUTE booklet.

MODULE 16
Task a

QUALITY CONTROL

1. Shown the u-e pattern on the vowel chart, the pupil will identify $\bar{u}$ as being a long vowel and the e as being silent.

2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

QUALITY CONTROL
u-e CHART

duke	mute
use	pure
fume	mule
cube	cure
tube	cute

3. Given the u-e patterned words below from dictation, the pupil will write each word correctly.

1. mule	5. dune
2. use	6. fuse
3. cute	7. tune
4. cure	8. pure

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 16, Task a, on "My P.I.P. Progress Chart."

MODULE 16
Task b

OBJECTIVES

1. Given THE CUTE BOOK, containing u-e words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

MODULE 16
Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE CUTE BOOK with no errors.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 16, Task b, on "My P.I.P. Progress Chart."

MODULE 16 -u- and u-e DISCRIMINATION
Task c

OBJECTIVES

1. Shown the vowel chart and orally given a series of words containing short u (as in tug) and long u-e (as in mule) sounds, the pupil will point to the correct vowel on the chart.

CHART 1

fuse	mule
us	tug
hut	cure
fume	use
plush	bud

2. Given the short u words below, the pupil will change each to a long vowel u-e word by adding an e.

CHART 2

us	us_	tub	tub_
cub	cub_	cut	cut_
fus(s)	fus_	mut	mut_

MODULE 16
Task c

QUALITY CONTROL

1. Given the words below orally, the pupil will point to the correct vowel on the wall chart and identify the vowel sound as long or short.

1. just	6. struck
2. mule	7. fuse
3. tube	8. cube
4. use	9. much
5. jug	10. plush

2. Given the -u- and u-e words below orally, the pupil will write each word correctly.

1. run	6. mud
2. cute	7. rush
3. duke	8. mule
4. bus	9. us
5. fuse	10. use

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 16, Task c, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a, b, and c are completed, check off Module 16 on the Module Monitor.

MODULE 17 VOWEL: o-e as in ROSE
Task a

OBJECTIVES

1. Shown the vowels o-e on the vowel chart, the pupil will identify the vowels as o-e and say that they have the sound of $\bar{o}$ (as in rose).

2. Shown the o-e pattern on the vowel chart, the pupil will say that the $\bar{o}$ sounds its own name, and the e is silent.

3. Shown a series of o-e patterns on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

CHART 1

o-e	o-e
o-e	o-e
o-e	o-e

CHART 2

bone	choke
hole	joke
note	vote

4. Shown the o-e patterned words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

CHART 3

poke	*smoke	*robe
*tote	*stole	*pole
*hope	*drove	*spoke
*rose	*note	woke
rope	*broke	*mole
*vote	*throne	*coke
*choke	stove	*rode
*globe	those	cone
*froze	*stone	zone
*home	slope	

*Words used in JOKE booklet.

MODULE 17
Task a

QUALITY CONTROL

1. Shown the o-e pattern on the vowel chart, the pupil will identify $\bar{o}$ as being a long vowel and the e as being silent.

2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

QUALITY CONTROL
o-e CHART

hole	home
vote	those
choke	stone
smoke	robe
cone	note

3. Given the o-e patterned words below from dictation, the pupil will write each word correctly.

1. hope	6. froze
2. tote	7. poke
3. pole	8. stone
4. those	9. home
5. mole	10. stove

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 17, Task a, on "My P.I.P. Progress Chart."

MODULE 17
Task b

OBJECTIVES

1. Given THE JOKE BOOK, containing o-e words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

MODULE 17
Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE JOKE BOOK with no errors.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 17, Task b, on "My P.I.P. Progress Chart."

MODULE 17 -o- and o-e DISCRIMINATION
Task c

OBJECTIVES

1. Using the vowel chart and orally given a series of words containing short o (as in hop) and long o-e (as in rose) sounds, the pupil will point to the correct vowel on the chart.

CHART 1

coke	mop
hole	bone
sock	spoke
sole	got
lot	hope

2. Given the short o words below, the pupil will change each to a long vowel o-e by adding an e.

CHART 2

hop	hop_	not	not_
cop	cop_	cod	cod_
rod	rod_	slop	slop_

MODULE 17
Task c

QUALITY CONTROL

1. Given the words below orally, the pupil will point to the correct vowel on the wall chart and identify the vowel sound as long or short.

1. pole	6. rope
2. rock	7. pot
3. zone	8. drop
4. mob	9. grove
5. smoke	10. on

2. Given the -o- and o-e words below orally, the pupil will write each word correctly.

1. coke	6. those
2. pole	7. pop
3. top	8. cot
4. rode	9. woke
5. fox	10. rob

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 17, Task c, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a, b, and c are completed, check off Module 17 on the Module Monitor.

MODULE 18 VOWEL: aw as in SAW
Task a

OBJECTIVES

1. Shown the vowels aw on the vowel chart, the pupil will identify the vowels as aw and say that they have the sound of aw (as in saw).

2. Shown a series of aw vowels on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

CHART 1

-aw	-aw-
-aw	-aw-
-aw	-aw-

CHART 2

saw	yawn
paw	hawk
thaw	shawl

3. Shown the aw words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

CHART 3

*saw	*claw	*yawn
*law	*crawl	*hawk
*paw	pawn	*bawl
raw	*shawl	*draw
*jaw	*straw	*lawn
*thaw	*dawn	*squaw
drawn	*flaw	spawn

*Words used in LAW booklet.

MODULE 18
Task a

QUALITY CONTROL

1. Shown the vowels aw on the vowel chart, the pupil will identify the vowels as aw and say that they have the sound of aw (as in saw).

2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

QUALITY CONTROL
aw CHART

flaw	law
jaw	pawn
hawk	thaw
straw	dawn
saw	claw

3. Given the aw words below from dictation, the pupil will write each word correctly.

1. lawn	6. paw
2. raw	7. crawl
3. yawn	8. hawk
4. thaw	9. jaw
5. dawn	10. straw

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 18, Task a, on "My P.I.P. Progress Chart."

MODULE 18
Task b

OBJECTIVES

1. Given THE LAW BOOK, containing aw words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

MODULE 18
Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE LAW BOOK with no errors.

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 18, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check off Module 18 on the Module Monitor.

MODULE 19 VOWEL: oo as in MOON
Task a

OBJECTIVES

1. Shown the vowels oo on the vowel chart, the pupil will identify the vowels as oo and say that they have the sound of oo (as in moon).

2. Shown a series of oo vowels on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

CHART 1

-oo	-oo-
-oo	-oo-
-oo-	-oo-

CHART 2

*zoo	food
too	*broom
room	shoot

3. Shown the oo words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

CHART 3

*boot	droop	smooth
*tool	gloom	*stool
*roof	boost	spoon
bloom	*toot	*room
*cool	coop	mood
*food	*tooth	swoop
*fool	*pool	*troop
*root	proof	snoop
*noon	spool	booth
*soon	hoot	loot

*Words used in TOOT booklet.

MODULE 19
Task a

QUALITY CONTROL

1. Shown the vowels oo on the vowel chart, the pupil will identify the vowels as oo and say that they have the sound of oo (as in moon).

2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

QUALITY CONTROL
oo CHART

roof	too
spoon	shoot
room	broom
pool	tooth
food	bloom

3. Given the oo wrods below from dictation, the pupil will write each word correctly.

1. moon
2. boot
3. zoo
4. droop
5. cool
6. tooth
7. fool
8. room
9. proof
10. spoon

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 19, Task a, on "My P.I.P. Progress Chart."

MODULE 19
Task b

OBJECTIVES

1. Given THE TOOT BOOK, containing oo words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

MODULE 19
Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE TOOT BOOK with no errors.

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 19, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed check off Module 19 on the Module Monitor.

MODULE 20 VOWEL: ur as in FUR
Task a

OBJECTIVES

1. Shown the vowels ur on the vowel chart, the pupil will identify the vowels as ur and say that they have the sound of ur (as in fur).

2. Shown a series of ur vowels on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

CHART 1

-ur	-ur-
-ur-	-ur-
-ur-	-ur-

CHART 2

fur	hurl
hurt	burn
turn	*curb

3. Shown the ur words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

CHART 3

pur	*fur
*church	*churn
*turn	*curb
*hurl	spurt
*hurt	*blur
*burn	burnt
*burst	*furl
*curl	*surf
turf	slur

*Words used in BLUR booklet.

MODULE 20
Task a

QUALITY CONTROL

1. Shown the vowels ur on the vowel chart, theepupil will identify the vowels as ur and say that they have the sound of ur (as in fur).

2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

QUALITY CONTROL
ur CHART

turn	church
curl	blur
hurt	churn
turf	hurl
burn	pur(r)

3. Given the ur words below from dictation, the pupil will write each word correctly.

1. fur	6. spurt
2. burn	7. surf
3. curb	8. turn
4. burst	9. hurt
5. blur	10. churn

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 20, Task a, on "My P.I.P. Progress Chart."

MODULE 20
Task b

OBJECTIVES

1. Given THE BLUR BOOK, containing ur words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

MODULE 20
Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE BLUR BOOK with no errors.

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 20, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check off Module 20 on the Module Monitor.

MODULE 21 VOWEL: ar as in CAR
Task a

OBJECTIVES

1. Shown the vowels ar on the vowel chart, the pupil will identify the vowels as ar and say that they have the sound of ar (as in car).

2. Shown a series of ar vowels on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

CHART 1

ar-	-ar-
-ar	-ar-
-ar-	-ar-

CHART 2

arm	*march
*tar	harm
*cart	*yarn

3. Shown the ar words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

CHART 3

part	*yard	lark
*spark	*star	*mark
*harp	*marsh	*park
scar	farm	*shark
dart	darn	*scarf
*car	card	*tart
art	*dark	*start
bark	*jar	hard
sharp	*chart	starch
smart	*far	charm

*Words used in CHARM booklet.

MODULE 21
Task a

QUALITY CONTROL

1. Shown the vowels ar on the vowel chart, the pupil will identify the vowels as ar and say that they have the sound of ar (as in car).

2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

QUALITY CONTROL
ar CHART

mark	start
yard	sharp
arm	jar
charm	harp
art	farm

3. Given the ar words below from dictation, the pupil will write each word correctly.

1. part	6. yard
2. chart	7. sharp
3. dark	8. card
4. art	9. march
5. farm	10. barn

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 21, Task a, on "My P.I.P. Progress Chart."

MODULE 21
Task b

OBJECTIVES

1. Given THE CHARM BOOK, containing ar words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

MODULE 21
Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE CHARM BOOK with no errors.

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 21, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check off Module 21 on the Module Monitor.

MODULE 22 VOWEL: OO as in BOOK
Task a

OBJECTIVES

1. Shown the vowels oo on the vowel chart, the pupil will identify the vowels as oo and say that they have the sound of oo (as in book).

2. Shown a series of oo vowels on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

CHART 1

-oo-	-oo-
-oo-	-oo-
-oo-	-oo-

CHART 2

took	wool
*good	shook
book	foot

3. Shown the oo words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

CHART 3

*nook	*book
*look	*hood
*brook	*foot
*stood	*cook
*hook	*hoof
*wood	*wool
*good	*shook
*took	*crook

*Words used in LOOK booklet.

MODULE 22
Task a

QUALITY CONTROL

1. Shown the vowels oo on the vowel chart, the pupil will identify the vowels as oo and say that they have the sound of oo (as in book).

2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

QUALITY CONTROL
oo CHART

cook	brook
stood	took
good	foot
hood	wool
nook	look

3. Given the oo words below from dictation, the pupil will write each word correctly.

1. wood	6. hood
2. shook	7. look
3. stood	8. brook
4. good	9. wool
5. cook	10. foot

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 22, Task a, on "My P.I.P. Progress Chart."

MODULE 22
Task b

OBJECTIVES

1. Given THE LOOK BOOK, containing oo words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

MODULE 22
Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE LOOK BOOK with no errors.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 22, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check Module 22 on the Module Monitor.

MODULE 23 VOWEL: ow as in COW
Task a

OBJECTIVES

1. Shown the vowels ow on the vowel chart, the pupil will identify the vowels as ow and say that they have the sound of ow (as in cow).

2. Shown a series of ow vowels on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

CHART 1

ow-	-ow
-ow	-ow-
-ow	-ow-

CHART 2

owl	now
cow	howl
how	*gown

3. Shown the ow words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

CHART 3

*how	*down	*now
*growl	*fowl	*town
*clown	*drown	prowl
*brown	*crowd	*bow
*plow	brow	*crown
*howl	*owl	*frown
*cow	*gown	

*Words used in HOWL booklet.

MODULE 23
Task a

QUALITY CONTROL

1. Shown the vowels ow on the vowel chart, the pupil will identify the vowels as ow and say that they have the sounds of ow (as in cow).

2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

QUALITY CONTROL
ow CHART

clown	town
how	now
cow	drown
growl	owl
plow	brown

3. Given the ow words below from dictation, the pupil will write each word correctly.

1. bow	6. town
2. down	7. brown
3. crowd	8. clown
4. how	9. now
5. plow	10. howl

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 23, Task a, on "My P.I.P. Progress Chart."

MODULE 23
Task b

OBJECTIVES

1. Given THE HOWL BOOK, containing ow words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

MODULE 23
Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE HOWL BOOK with no errors.

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 23, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check off Module 23 on the Module Monitor.

OBJECTIVES

1. Because of only four oy words (boy, coy, joy, and toy) in this module, the secondary spellings will be given.

   Please call attention to the oi on the chart and draw a picture like an oil can.

   The sounds of oy and oi are the same.

3. Be sure that the pupil knows the meaning of each of the words on Chart 3. Some of these words are included in THE JOY BOOK, and the pupil must know the words in order to illustrate the sentence.

MODULE 24 VOWELS: oy and oi as in BOY and OIL
Task a

1. Shown the vowels oy and oi on the vowel chart, the pupil will identify the vowels as oy and oi and say that they have the sounds of oy (boy) and oi (oil).

2. Shown a series of oy and oi vowels on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

CHART 1

-oy	-oy
oi-	-oi-
-oy	-oi-

CHART 2

boy	joy
oil	boil
toy	soil

3. Shown the oy and oi words on Chart 3, the pupil will pronounce each word correctly be blending the sounds together.

CHART 3

joy	choice	*join
*soil	*broil	*voice
oil	*toil	*coil
*boy	*hoist	*spoil
moist	*noise	*boil
*joint	*point	coin
*foil	*toy	void

*Words used in the JOY booklet.

MODULE 24
Task a

QUALITY CONTROL

1. Shown the vowels oy and oi on the vowel chart, the pupil will identify the vowels as oy and oi and say that they have the sounds of oy (boy) and oi (oil).

2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

QUALITY CONTROL
oy - oi CHART

coin	soil
broil	moist
joy	oil
spoil	boy
toy	point

3. Given the oy and oi words below from dictation, the pupil will write each word correctly.

1. toy	6. boil
2. foil	7. oil
3. soil	8. boy
4. coin	9. void
5. joy	10. point

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 24, Task a, on "My P.I.P. Progress Chart."

MODULE 24
Task b

OBJECTIVES

1. Given THE JOY BOOK containing oy and oi words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

MODULE 24
Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE JOY BOOK with no errors.

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check Module 24, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check off Module 24 on the Module Monitor.

MODULE 25 VOWEL: o(r) as in FORK
Task a

OBJECTIVES

1. Shown the vowels o(r) on the vowel chart, the pupil will identify the vowels as o(r) and say that they have the sound of o(r) as in fork.

2. Shown a series of o(r) vowels on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

CHART 1

-or	-or-
-or-	-or-
-or-	-or-

CHART 2

for	stork
corn	north
fork	fork

3. Shown the o(r) words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

CHART 3

*pork	for	scorn
*fort	*cork	worn
*horn	*horse	*fork
or	wore	sort
*thorn	*storm	*corn
*sport	*stork	form
*north	*short	snore
*born	snort	*shore

*Words used in CORN booklet.

MODULE 25
Task a

QUALITY CONTROL

1. Shown the vowels o(r) on the vowel chart, the pupil will identify the vowels as o(r) and say that they have the sound of o(r) as in fork.

2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

QUALITY CONTROL
o(r) CHART

north	sport
sort	horse
fork	snore
born	wore
or	cork

3. Given the o(r) words below from dicatation, the pupil will write each word correctly.

1. for	6. worn
2. cord	7. short
3. sport	8. fort
4. pork	9. corn
5. sort	10. born

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 25, Task a, on "My P.I.P. Progress Chart."

MODULE 25
Task b

OBJECTIVES

1. Given THE CORN BOOK, containing o(r) words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

MODULE 25
Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE CORN BOOK with no errors.

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 25, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check off Module 25 on the Module Monitor.

Pupil

Teacher

MODULE 1
Task a-1

QUALITY CONTROL CHECK LIST

GIVEN: Shown each of the whisper sounds below the pupil will

ACTION: Pronounce each sound correctly.

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
p-						
wh-						
f-						
th-						
t-						
	/ Date		/ Date		/ Date	

Pupil

Teacher

MODULE 1
Task a-2

QUALITY CONTROL CHECK LIST

GIVEN:

ACTION: Pupil will define a whisper sound

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
Definition of whisper sound	____	____	____	____	____	____
	/ Date		/ Date		/ Date	

_____ Pupil

_____ Teacher

MODULE 1
Task a-3

QUALITY CONTROL CHECK LIST

GIVEN: The words below, pronounced by the teacher, the pupil will

ACTION: Write the whisper sound correctly

CRITERION: 100% mastery

Teacher Says	Pupil Writes	Test 1 Pass	Test 1 Fail	Test 2 Pass	Test 2 Fail	Test 3 Pass	Test 3 Fail
1. thunder	(th-)						
2. poem	(p-)						
3. feast	(f-)						
4. wheat	(wh-)						
5. turn	(t-)						
6. thimble	(th-)						
7. friend	(f-)						
8. taught	(t-)						
9. whistle	(wh-)						
10. proud	(p-)						
		___/___ Date		___/___ Date		___/___ Date	

MODULE 1 QUALITY CONTROL CHECK LIST
Task b-1

GIVEN: Five (5) worksheet pages (p-, wh-, f-, th-, t-) the pupil will

ACTION: Complete each page correctly

CRITERION: 100% mastery

Worksheet Page	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
p-	____	____	____	____	____	____
wh-	____	____	____	____	____	____
f-	____	____	____	____	____	____
th-	____	____	____	____	____	____
t-	____	____	____	____	____	____
	____/____ Date		____/____ Date		____/____ Date	

_____
Pupil

_____
Teacher

MODULE 2 QUALITY CONTROL CHECK LIST
Task a-1

GIVEN: Shown each of the whisper sounds below the pupil will

ACTION: Pronounce each sound correctly

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
s-	____	____	____	____	____	____
sh-	____	____	____	____	____	____
ch-	____	____	____	____	____	____
k-	____	____	____	____	____	____
h-	____	____	____	____	____	____
	____/____ Date		____/____ Date		____/____ Date	

Pupil

Teacher

MODULE 2
Task a-2

QUALITY CONTROL CHECK LIST

GIVEN: The ten (10) words below pronounced by the teacher, the pupil will

ACTION: Write the beginning sounds correctly

CRITERION: 100% mastery

Teacher Says	Pupil Writes	Test 1		Test 2		Test 3	
		Pass	Fail	Pass	Fail	Pass	Fail
1. spring	(s-)						
2. keen	(k-)						
3. cheese	(ch-)						
4. shake	(sh-)						
5. heard	(h-)						
6. charm	(ch-)						
7. keg	(k-)						
8. shoe	(sh-)						
9. hatch	(h-)						
10. soft	(s-)						
		/ Date		/ Date		/ Date	

_____
Pupil

_____
Teacher

MODULE 2
Task b-1

QUALITY CONTROL CHECK LIST

GIVEN: Five (5) worksheet pages (s-, sh-, ch-, k-, h-) the pupil will

ACTION: Complete each page correctly

CRITERION: 100% mastery

Worksheet Page	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
s-	___	___	___	___	___	___
sh-	___	___	___	___	___	___
ch-	___	___	___	___	___	___
k-	___	___	___	___	___	___
h-	___	___	___	___	___	___
	___/___ Date		___/___ Date		___/___ Date	

_____
Pupil

_____
Teacher

MODULE 2
Task c-1

QUALITY CONTROL CHECK LIST

GIVEN: The ten (10) words below, pronounced by the teacher, the pupil will

ACTION: Write the beginning and ending sounds correctly

CRITERION: 100% mastery

Teacher Says	Pupil Writes	Test 1		Test 2		Test 3	
		Pass	Fail	Pass	Fail	Pass	Fail
1. thought	(th-t)						
2. what	(wh-t)						
3. speech	(s-ch)						
4. tap	(t-p)						
5. huff	(h-f)						
6. chart	(ch-t)						
7. plump	(p-p)						
8. feast	(f-t)						
9. taught	(t-t)						
10. kept	(k-t)						
		___/___ Date		___/___ Date		___/___ Date	

Pupil

Teacher

MODULE 3 QUALITY CONTROL CHECK LIST
Task a-1

GIVEN: Shown the five (5) sounds below the pupil will

ACTION: Pronounce each sound correctly

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
b-						
w-						
v-						
th-						
d-						
	___/___ Date		___/___ Date		___/___ Date	

Pupil

Teacher

MODULE 3
Task a-2

QUALITY CONTPOL CHECK LIST

GIVEN:

ACTION: Pupil will define a voiced sound

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
Definition of voiced sound						
	___/___ Date		___/___ Date		___/___ Date	

Pupil

Teacher

MODULE 3
Task a-3

QUALITY CONTROL CHECK LIST

GIVEN: The ten (10) words below, pronounced by the teacher, the pupil will

ACTION: Write each sound correctly

CRITERION: 100% mastery

Teacher Says	Pupil Writes	Test 1		Test 2		Test 3	
		Pass	Fail	Pass	Fail	Pass	Fail
1. victor	(v-)						
2. breeze	(b-)						
3. there	(th-)						
4. world	(w-)						
5. drive	(d-)						
6. they	(th-)						
7. drop	(d-)						
8. blew	(b-)						
9. verse	(v-)						
10. wag	(w-)						
		___/___ Date		___/___ Date		___/___ Date	

_____
Pupil

_____
Teacher

MODULE 3 QUALITY CONTROL CHECK LIST
Task b-1

GIVEN: Five (5) worksheet pages (b-, w-, v-, th-, d-) the pupil will

ACTION: Complete each page correctly

CRITERION: 100% mastery

		Test 1		Test 2		Test 3	
Worksheet	Page	Pass	Fail	Pass	Fail	Pass	Fail
	b-	____	____	____	____	____	____
	w-	____	____	____	____	____	____
	v-	____	____	____	____	____	____
	th-	____	____	____	____	____	____
	d-	____	____	____	____	____	____
		____/____ Date		____/____ Date		____/____ Date	

Pupil

Teacher

MODULE 4 QUALITY CONTROL CHECK LIST
Task a-1

GIVEN: Shown the letters below, the pupil will

ACTION: Pronounce each letter correctly

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
z-						
j-						
g-						
	___/___ Date		___/___ Date		___/___ Date	

_____
Pupil

_____
Teacher

MODULE 4
Task a-2

QUALITY CONTPOL CHECK LIST

GIVEN: The ten (10) words below, pronounced by the teacher, the pupil will

ACTION: Write each sound correctly

CRITERION: 100% mastery

Teacher Says	Pupil Writes	Test 1		Test 2		Test 3	
		Pass	Fail	Pass	Fail	Pass	Fail
1. zinnia	(z-)	____	____	____	____	____	____
2. gift	(g-)	____	____	____	____	____	____
3. jig	(j-)	____	____	____	____	____	____
4. game	(g-)	____	____	____	____	____	____
5. zero	(z-)	____	____	____	____	____	____
6. grin	(g-)	____	____	____	____	____	____
7. joy	(j-)	____	____	____	____	____	____
8. zinc	(z-)	____	____	____	____	____	____
9. gain	(g-)	____	____	____	____	____	____
10. jog	(j-)	____	____	____	____	____	____
		____/____ Date		____/____ Date		____/____ Date	

Pupil

Teacher

MODULE 4
Task b-1

QUALITY CONTROL CHECK LIST

GIVEN: Three (3) worksheet pages (z-, j-, g-) the pupil will

ACTION: Complete each page correctly

CRITERION: 100% mastery

Worksheet Page	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
z-	___	___	___	___	___	___
j-	___	___	___	___	___	___
g-	___	___	___	___	___	___
	___/___ Date		___/___ Date		___/___ Date	

_____
Pupil

_____
Teacher

MODULE 4
Task c-1

QUALITY CONTROL CHECK LIST

GIVEN: The ten (10) words below, pronounced by the teacher, the pupil will

ACTION: Write the beginning and ending sounds correctly

CRITERION: 100% mastery

Teacher Says	Pupil Writes	Test 1		Test 2		Test 3	
		Pass	Fail	Pass	Fail	Pass	Fail
1. vanish	(v-sh)						
2. that	(th-t)						
3. jerk	(j-k)						
4. grass	(g-s)						
5. both	(b-th)						
6. watch	(w-ch)						
7. jot	(j-t)						
8. zip	(z-p)						
9. vouch	(v-ch)						
10. zest	(z-t)						
		___/___ Date		___/___ Date		___/___ Date	

Pupil

Teacher

MODULE 5 QUALITY CONTROL CHECK LIST
Task a-1

GIVEN: The three (3) letters below, the pupil will

ACTION: Pronounce each sound correctly

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
m-						
n-						
-ng						
	___/___ Date		___/___ Date		___/___ Date	

_____
Pupil

_____
Teacher

MODULE 5 QUALITY CONTROL CHECK LIST
Task a-2

GIVEN:

ACTION: Pupil will define a nasal sound

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
Defines a nasal sound	____	____	____	____	____	____
	____/____ Date		____/____ Date		____/____ Date	

Pupil

Teacher

MODULE 5
Task a-3

QUALITY CONTROL CHECK LIST

GIVEN: Shown each of the words below (Use the MODULE 5, Task a, Discrimination Chart), the pupil will

ACTION: Read each word correctly

CRITERION: 100% mastery

Pupil reads	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
ran - rang	___	___	___	___	___	___
thin - thing	___	___	___	___	___	___
win - wing	___	___	___	___	___	___
sun - sung	___	___	___	___	___	___
sin - sing	___	___	___	___	___	___
	___/___ Date		___/___ Date		___/___ Date	

_____
Pupil

_____
Teacher

MODULE 5
Task a-4

QUALITY CONTROL CHECK LIST

GIVEN: The words below, pronounced by the teacher, the pupil will

ACTION: Write the sound for each word correctly

CRITERION: 100% mastery

Teacher Says	Pupil Writes	Test 1 Pass	Test 1 Fail	Test 2 Pass	Test 2 Fail	Test 3 Pass	Test 3 Fail
1. move	(m-)						
2. new	(n-)						
3. mask	(m-)						
4. rang	(-ng)						
5. noise	(n-)						
6. thing	(-ng)						
7. long	(-ng)						
8. mouth	(m-)						
9. sing	(-ng)						
10. nod	(n-)						
		___/___ Date		___/___ Date		___/___ Date	

_____
Pupil

_____
Teacher

MODULE 5 QUALITY CONTROL CHECK LIST
Task b-1

GIVEN: Three (3) worksheet pages (m-, n-, -ng) the pupil will

ACTION: Complete each page correctly

CRITERION: 100% mastery

Worksheet Page	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
m-	___	___	___	___	___	___
n-	___	___	___	___	___	___
-ng	___	___	___	___	___	___
	___/___ Date		___/___ Date		___/___ Date	

Pupil

Teacher

MODULE 5
Task c-1

QUALITY CONTROL CHECK LIST

GIVEN: The words below, pronounced by the teacher, the pupil will

ACTION: Write the beginning and ending sounds correctly

CRITERION: 100% mastery

Teacher Says	Pupil Writes	Test 1		Test 2		Test 3	
		Pass	Fail	Pass	Fail	Pass	Fail
1. sang	(s-ng)						
2. drum	(d-m)						
3. green	(g-n)						
4. thing	(th-ng)						
5. north	(n-th)						
6. dong	(d-ng)						
7. bloom	(b-m)						
8. chicken	(ch-n)						
9. should	(sh-d)						
10. plan	(p-n)						
		___/___ Date		___/___ Date		___/___ Date	

Pupil

Teacher

MODULE 6 QUALITY CONTROL CHECK LIST
Task a-1

GIVEN: Shown the combination sounds below, the pupil will

ACTION: Pronounce each sound correctly

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
qu-						
l-						
r-						
y-						
-x						
	___/___ Date		___/___ Date		___/___ Date	

Pupil

Teacher

MODULE 6 QUALITY CONTROL CHECK LIST
Task a-2

GIVEN:

ACTION: Pupil will define a combination sound

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
Defines a combination sound						
	___/___ Date		___/___ Date		___/___ Date	

_____
Pupil

_____
Teacher

MODULE 6
Task a-3

QUALITY CONTROL CHECK LIST

GIVEN: The words below, pronounced by the teacher, the pupil will

ACTION: Write the combination sound correctly

CRITERION: 100% mastery

Teacher Says	Pupil Writes	Test 1		Test 2		Test 3	
		Pass	Fail	Pass	Fail	Pass	Fail
1. learner	(l-)						
2. younger	(y-)						
3. risk	(r-)						
4. quarrel	(qu-)						
5. lunch	(l-)						
6. wax	(-x)						
7. quilt	(qu-)						
8. fox	(-x)						
9. yawn	(y-)						
10. reach	(r-)						
		___/___ Date		___/___ Date		___/___ Date	

Pupil

Teacher

MODULE 6 QUALITY CONTROL CHECK LIST
Task b-1

GIVEN: Five (5) worksheet pages (qu-, l-, r-, y-, -x) the pupil will

ACTION: Complete each page correctly

CRITERION: 100% mastery

Worksheet Page	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
qu-						
l-						
r-						
y-						
-x						
	___/___ Date		___/___ Date		___/___ Date	

_____
Pupil

_____
Teacher

MODULE 6
Task c-1

QUALITY CONTROL CHECK LIST

GIVEN: The words below, pronounced by the teacher, the pupil will

ACTION: Write the beginning and ending sound for each word correctly

CRITERION: 100% mastery

Teacher Says	Pupil Writes	Test 1		Test 2		Test 3	
		Pass	Fail	Pass	Fail	Pass	Fail
1. youth	(y-th)						
2. roast	(r-t)						
3. lunch	(l-ch)						
4. mix	(m-x)						
5. room	(r-m)						
6. leaf	(l-f)						
7. yearn	(y-n)						
8. quiet	(qu-t)						
9. round	(r-d)						
10. quick	(qu-k)						
		___/___ Date		___/___ Date		___/___ Date	

_____
Pupil

_____
Teacher

MODULE 7
Task a-1

QUALITY CONTROL CHECK LIST

GIVEN: The list of words on the ee Quality Control Chart, the pupil will

ACTION: Read aloud each word correctly

CRITERION: 100% mastery

Pupil Says	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
see						
peep						
keep						
sheep						
cheep						
feet						
sheet						
teeth						
queen						
cheek						
seed						
seen						
meet						
jeep						
feed						
bee						
wee						

MODULE 7
Task a-1 (Continued)

Pupil Says	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
week	____	____	____	____	____	____
wheel	____	____	____	____	____	____
need	____	____	____	____	____	____
weed	____	____	____	____	____	____
feel	____	____	____	____	____	____
	____/____ Date		____/____ Date		____/____ Date	

_____ Pupil

_____ Teacher

MODULE 7 QUALITY CONTROL CHECK LIST
Task a-2

GIVEN: The words below from dictation, the pupil will

ACTION: Write each word correctly

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
creep						
eel						
fleet						
leech						
meek						
reef						
screen						
sleet						
tree						
weep						
	___/___ Date		___/___ Date		___/___ Date	

Pupil

Teacher

MODULE 7
Task b-1

QUALITY CONTROL CHECK LIST

GIVEN: THE PEEK BOOK, the pupil will

ACTION: Read aloud each sentence correctly

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
Pupil reads each page correctly	___	___	___	___	___	___
	___/___ Date		___/___ Date		___/___ Date	

_____
Pupil

_____
Teacher

MODULE 8 QUALITY CONTROL CHECK LIST
Task a-1

GIVEN: The words on the Quality Control Short a Chart, the pupil will

ACTION: Pronounce each word correctly

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
wax	___	___	___	___	___	___
sand	___	___	___	___	___	___
clap	___	___	___	___	___	___
gab	___	___	___	___	___	___
and	___	___	___	___	___	___
cash	___	___	___	___	___	___
whack	___	___	___	___	___	___
raft	___	___	___	___	___	___
slam	___	___	___	___	___	___
hash	___	___	___	___	___	___
	___/___ Date		___/___ Date		___/___ Date	

Pupil

Teacher

MODULE 8
Task a-2

QUALITY CONTROL CHECK LIST

GIVEN: The words below from dictation, the pupil will

ACTION: Write each word correctly

CRITERION: 100% mastery

		Test 1		Test 2		Test 3	
		Pass	Fail	Pass	Fail	Pass	Fail
1.	pad						
2.	lamp						
3.	blast						
4.	an						
5.	gas						
6.	back						
7.	tab						
8.	ham						
9.	tax						
10.	trash						
		___/___ Date		___/___ Date		___/___ Date	

Pupil

Teacher

MODULE 8 QUALITY CONTROL CHECK LIST
Task b-1

GIVEN: THE MAD BOOK, the pupil will

ACTION: Read aloud each sentence

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
Pupil reads each page correctly	___	___	___	___	___	___
	___/___/___ Date		___/___/___ Date		___/___/___ Date	

Pupil

Teacher

MODULE 9
Task a-1

QUALITY CONTROL CHECK LIST

GIVEN: The words on the Quality Control Short i Chart, the pupil will

ACTION: Pronounce each word correctly

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
fix						
wig						
chin						
grip						
rim						
zip						
pitch						
silk						
trick						
shrimp						
	Date		Date		Date	

Pupil

Teacher

MODULE 9
Task a-2

QUALITY CONTROL CHECK LIST

GIVEN: The short i words below from dictation, the pupil will

ACTION: Write each word correctly

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
1. spit						
2. rip						
3. bib						
4. grit						
5. print						
6. mix						
7. rich						
8. him						
9. sing						
10. win						
	___/___ Date		___/___ Date		___/___ Date	

Pupil

Teacher

MODULE 9
Task b-1

QUALITY CONTROL CHECK LIST

GIVEN: THE IN BOOK, the pupil will

ACTION: Read aloud each sentence

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
Pupil reads each page correctly	___	___	___	___	___	___
	___/___ Date		___/___ Date		___/___ Date	

Pupil

Teacher

MODULE 10
Task a-1

QUALITY CONTROL CHECK LIST

GIVEN: The words below from dictation, the pupil will

ACTION: Write the short vowel sound correctly

CRITERION: 100% mastery

Teacher Says	Pupil Writes	Test 1		Test 2		Test 3	
		Pass	Fail	Pass	Fail	Pass	Fail
1. grass	-a-						
2. drill	-i-						
3. slick	-i-						
4. yam	-a-						
5. glint	-i-						
6. stag	-a-						
7. scan	-a-						
8. frisk	-i-						
9. vast	-a-						
10. whisk	-i-						
		___/___ Date		___/___ Date		___/___ Date	

_____
Pupil

_____
Teacher

MODULE 11
Task a-1

QUALITY CONTROL CHECK LIST

GIVEN: The words on the Quality Control Short u Chart, the pupil will

ACTION: Pronounce each word correctly

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
rust	___	___	___	___	___	___
cuff	___	___	___	___	___	___
luck	___	___	___	___	___	___
bug	___	___	___	___	___	___
drum	___	___	___	___	___	___
bus	___	___	___	___	___	___
lunch	___	___	___	___	___	___
bump	___	___	___	___	___	___
nut	___	___	___	___	___	___
cup	___	___	___	___	___	___
	___/___ Date		___/___ Date		___/___ Date	

_____
Pupil

_____
Teacher

MODULE 11
Task a-2

QUALITY CONTPOL CHECK LIST

GIVEN: The words below from dictation, the pupil will

ACTION: Write each word correctly

CRITERION: 100% mastery

		Test 1		Test 2		Test 3	
		Pass	Fail	Pass	Fail	Pass	Fail
1.	rush	____	____	____	____	____	____
2.	cut	____	____	____	____	____	____
3.	sum	____	____	____	____	____	____
4.	bud	____	____	____	____	____	____
5.	rut	____	____	____	____	____	____
6.	plug	____	____	____	____	____	____
7.	fun	____	____	____	____	____	____
8.	pump	____	____	____	____	____	____
9.	must	____	____	____	____	____	____
10.	trust	____	____	____	____	____	____
		____/____ Date		____/____ Date		____/____ Date	

Pupil

Teacher

MODULE 11 QUALITY CONTROL CHECK LIST
Task b-1

GIVEN: THE FUN BOOK, the pupil will

ACTION: Read aloud each sentence

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
Pupil reads each page correctly	___	___	___	___	___	___
	___/___ Date		___/___ Date		___/___ Date	

Pupil

Teacher

MODULE 11
Task c-1

QUALITY CONTROL CHECK LIST

GIVEN: The words below from dictation, the pupil will

ACTION: Write the short vowel sound for each word correctly

CRITERION: 100% mastery

Teacher Says	Pupil Writes	Test 1		Test 2		Test 3	
		Pass	Fail	Pass	Fail	Pass	Fail
1. graft	-a-						
2. flinch	-i-						
3. hunch	-u-						
4. pulp	-u-						
5. flash	-a-						
6. quiz	-i-						
7. snub	-u-						
8. rag	-a-						
9. grim	-i-						
10. flung	-u-						
		___/___ Date		___/___ Date		___/___ Date	

Pupil

Teacher

MODULE 12 QUALITY CONTROL CHECK LIST
Task a-1

GIVEN: The words on the Quality Control Short o Chart, the pupil will

ACTION: Pronounce each word correctly

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
got	___	___	___	___	___	___
pond	___	___	___	___	___	___
mock	___	___	___	___	___	___
slot	___	___	___	___	___	___
crock	___	___	___	___	___	___
smog	___	___	___	___	___	___
stop	___	___	___	___	___	___
doll	___	___	___	___	___	___
flock	___	___	___	___	___	___
odd	___	___	___	___	___	___
	___/___ Date		___/___ Date		___/___ Date	

_____
Pupil

_____
Teacher

MODULE 12
Task a-2

QUALITY CONTROL CHECK LIST

GIVEN: The words below from dictation, the pupil will

ACTION: Write each word correctly

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
1. mop	____	____	____	____	____	____
2. pop	____	____	____	____	____	____
3. on	____	____	____	____	____	____
4. lot	____	____	____	____	____	____
5. crop	____	____	____	____	____	____
6. trot	____	____	____	____	____	____
7. plod	____	____	____	____	____	____
8. tot	____	____	____	____	____	____
9. flock	____	____	____	____	____	____
10. romp	____	____	____	____	____	____
	____/____ Date		____/____ Date		____/____ Date	

Pupil

Teacher

MODULE 12 QUALITY CONTROL CHECK LIST
Task b-1

GIVEN: THE GLOB BOOK, the pupil will

ACTION: Read aloud each sentence

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
Pupil reads each page correctly						
	Date		Date		Date	

Pupil

Teacher

MODULE 12
Task c-1

QUALITY CONTPOL CHECK LIST

GIVEN: The words below from dictation, the pupil will

ACTION: Write the short vowel sound for each word correctly

CRITERION: 100% mastery

Teacher Says	Pupil Writes	Test 1		Test 2		Test 3	
		Pass	Fail	Pass	Fail	Pass	Fail
1. stop	-o-						
2. pants	-a-						
3. ill	-i-						
4. on	-o-						
5. must	-u-						
6. hint	-i-						
7. rub	-u-						
8. drank	-a-						
9. romp	-o-						
10. dock	-o-						
		___/___ Date		___/___ Date		___/___ Date	

Pupil

Teacher

MODULE 13 QUALITY CONTROL CHECK LIST
Task a-1

GIVEN: The words on the Quality Control Short e Chart, the pupil will

ACTION: Pronounce each word correctly

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
test						
keg						
lend						
neck						
zest						
self						
pelt						
fresh						
elm						
mess						
	___/___ Date		___/___ Date		___/___ Date	

Pupil

Teacher

MODULE 13
Task a-2

QUALITY CONTROL CHECK LIST

GIVEN: The words below from dictation, the pupil will

ACTION: Write each word correctly

CRITERION: 100% mastery

		Test 1		Test 2		Test 3	
		Pass	Fail	Pass	Fail	Pass	Fail
1.	pest						
2.	went						
3.	yet						
4.	help						
5.	bent						
6.	jet						
7.	test						
8.	web						
9.	pen						
10.	sled						
		___/___ Date		___/___ Date		___/___ Date	

Pupil

Teacher

MODULE 13
Task b-1

QUALITY CONTROL CHECK LIST

GIVEN: THE CHECK BOOK, the pupil will

ACTION: Read aloud each sentence

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
Pupil reads each page correctly	___	___	___	___	___	___
	___/___/___ Date		___/___/___ Date		___/___/___ Date	

Pupil

Teacher

MODULE 13
Task c-1

QUALITY CONTROL CHECK LIST

GIVEN: The words below from dictation, the pupil will

ACTION: Write the short vowel sound for each word correctly

CRITERION: 100% mastery

Teacher Says	Pupil Writes	Test 1 Pass	Test 1 Fail	Test 2 Pass	Test 2 Fail	Test 3 Pass	Test 3 Fail
1. strip	-i-						
2. blunt	-u-						
3. blend	-e-						
4. stack	-a-						
5. trust	-u-						
6. smack	-a-						
7. blond	-o-						
8. stock	-o-						
9. wilt	-i-						
10. wed	-e-						
		___/___ Date		___/___ Date		___/___ Date	

THE

C H E C K

BOOK

ILLUSTRATED BY _____

M 13

219

TEN TENTS ARE WET.

1

THE SUN SET IN THE WEST.

2

HIS LEFT LEG IS BENT.

3

THE NEST IS BLEST WITH PESTS.

4

THE SLED IS BY THE SHED.

5

220

THE RED VEST HAS A BELT.

6

AN ELF FELT A JET.

7

LEN'S DESK HAS A DENT.

8

THE MEN REST NEXT TO AN ELM.

9

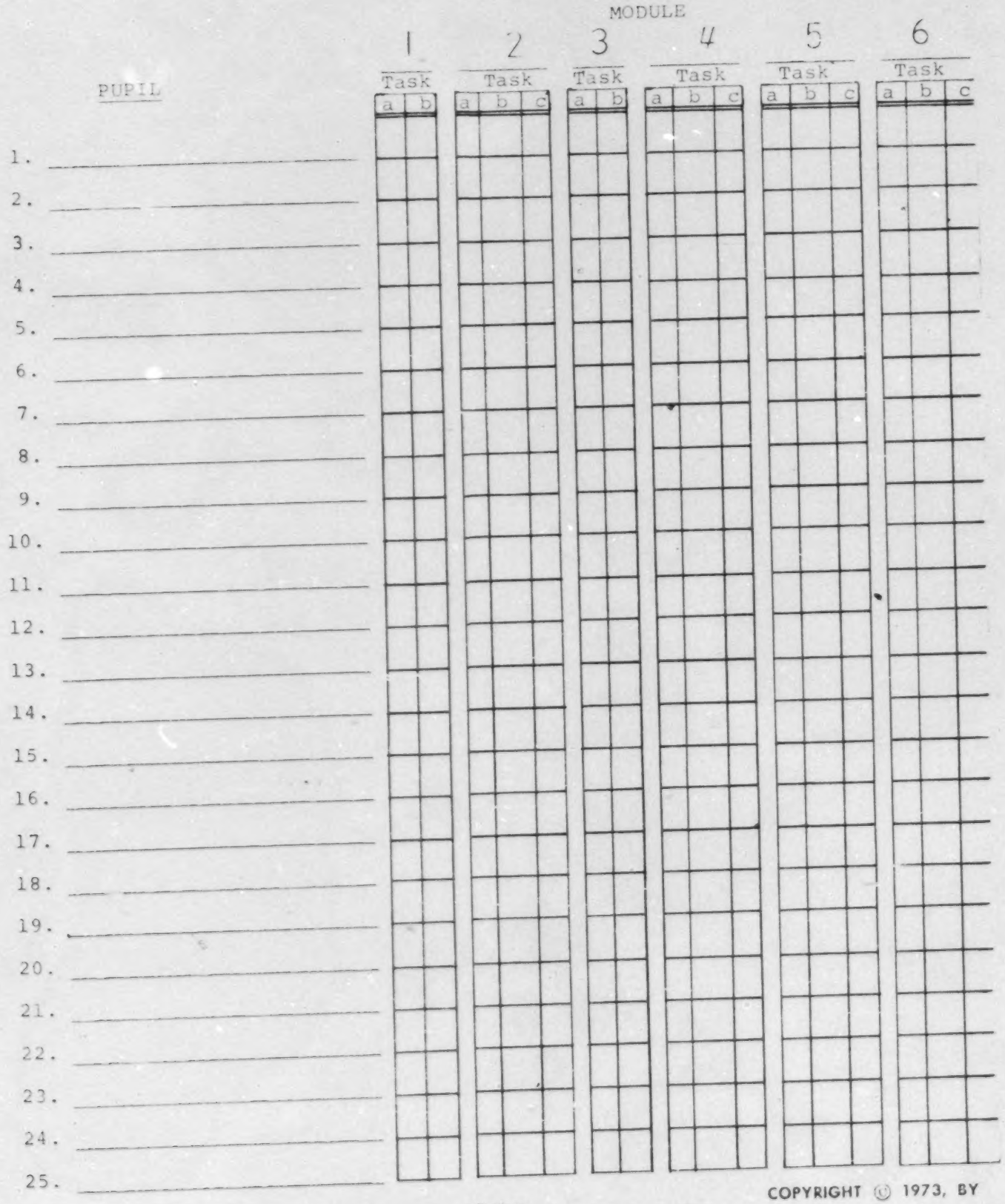
KEN SLEPT BENT IN BED.

10

LET FRED IN THE DEN.

11

CLASS PROGRESS RECORD



COPYRIGHT © 1973, BY
FREDRIC A. RIVKIN AND
MARTHA DREIMAN

CLASS PROGRESS RECORD

MODULE

PUPIL	7 Task a	7 Task b	8 Task a	8 Task b	9 Task a	9 Task b	10 Task a	11 Task a	11 Task b	11 Task c	12 Task a	12 Task b	12 Task c	13 Task a	13 Task b	13 Task c
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																
11.																
12.																
13.																
14.																
15.																
16.																
17.																
18.																
19.																
20.																
21.																
22.																
23.																
24.																
25.																

COPYRIGHT © 1973, BY
FREDRIC A. RIVKIN AND
MARTHA DRIMAN

MODULE MONITOR

22-1

MODULE

NOTE	1	2	3	4	5	6	7	8	9	10	11	12	13

COPYRIGHT © 1973, BY
FREDRIC A. RIVKIN AND

SCHOOL DISTRICT OF THE CITY OF RIVER ROUGE

MY P.I.P. PROGRESS CHART

PUPIL _____

	MASTERY	DATE
MODULE 1		
Task a	_____	_____
Task b	_____	_____
MODULE 2		
Task a	_____	_____
Task b	_____	_____
Task c	_____	_____
MODULE 3		
Task a	_____	_____
Task b	_____	_____
MODULE 4		
Task a	_____	_____
Task b	_____	_____
Task c	_____	_____
MODULE 5		
Task a	_____	_____
Task b	_____	_____
Task c	_____	_____
MODULE 6		
Task a	_____	_____
Task b	_____	_____
Task c	_____	_____

	MASTERY	DATE
MODULE 7		
Task a	_____	_____
Task b	_____	_____
MODULE 8		
Task a	_____	_____
Task b	_____	_____
MODULE 9		
Task a	_____	_____
Task b	_____	_____
MODULE 10		
Task a	_____	_____
MODULE 11		
Task a	_____	_____
Task b	_____	_____
Task c	_____	_____
MODULE 12		
Task a	_____	_____
Task b	_____	_____
Task c	_____	_____
MODULE 13		
Task a	_____	_____
Task b	_____	_____
Task c	_____	_____

MODULE 1
Task a

P. I. DIRECTIONS

1. Point to whisper sounds
2. Define whisper sound
3. Name sounds of letters (5)
4. Use sentences
5. Point to given sound
6. Correct mistakes
7. Write sound from picture

MODULE 1
Task b

1. Listen to each picture being recd
2. Write letter for only key-picture sound

MODULE 2
Task a

P. I. DIRECTIONS

1. Name letter
2. Use sentences
3. Point to given sound
4. Correct mistakes
5. Write sound from picture

MODULE 2
Task b

1. Listen to each picture being read
2. Write letter for only key-picture sound

MODULE 2
Task c

1. Write beginning and ending sound from given pictures

MODULE 3
Task a

P. I. DIRECTIONS

1. Point to voiced sounds
2. Describe voiced sound
3. Name letters
4. Use Sentences
5. Point to given sound
6. Correct mistakes
7. Write sound from picture

MODULE 3
Task b

1. Listen to each picture being read
2. Write letter for only key-picture sound

MODULE 4
Task a

P. I. DIRECTIONS

1. Name letters
2. Use sentences
3. Point to given sound
4. Correct mistakes
5. Write sound from picture

MODULE 4
Task b

1. Listen to each picture being read
2. Write letter for only key-picture sound

MODULE 4
Task c

1. Write beginning and ending sound from given pictures

MODULE 5
Task a

P. I. DIRECTIONS

1. Point to nasal sounds
2. Describe nasal sounds
3. Name letters
4. Indicate -ng ending
5. Read chart
6. Use sentences
7. Point to given sound
8. Correct mistakes
9. Write sound from pictures

MODULE 5
Task b

1. Listen to each picture being read
2. Write letter for key-picture sounds

MODULE 6
Task a

P. I. DIRECTIONS

1. Point to combination sounds
2. Define combination sounds
3. Name letters
4. Use sentences
5. Point to sound
6. Correct mistakes
7. Write sound from picture

MODULE 6
Task b

1. Listen to each picture being read
2. Write letter for key-picture sounds

MODULE 7
Task a

P. I. DIRECTIONS

1. Identify letters
2. Identify sound
   (long ē as in tree)
3. Write sh ee p
4. Write k ee p
5. Pronounce meet, seed, keep
6. Change (write)
   keep to peep
   peep to sheep
   sheep to sheet
7. Read ee chart (64 words)
   and use in sentence

MODULE 7
Task b

1. Illustrate THE PEEK BOOK

MODULE 8
Task a

P. I. DIRECTIONS

1. Identify letter
2. Identify sound
   (short a as in cat)
3. Correct deliberate mistake
4. Write given letter sound
   on a column to make words
5. Write some words from
   dictation
6. Read -a- word list

MODULE 8
Task b

1. Illustrate THE MAD BOOK

MODULE 9
Task a

P. I. DIRECTIONS

1. Identify letter
2. Identify sound
   (short -i- fish)
3. Correct mistake
4. Write given letter sound
   to make words
5. Write same words from
   dictation
6. Read -i- word list

MODULE 9
Task b

1. Illustrate THE IN BOOK

MODULE 10
Task a

P. I. DIRECTIONS

(-a-, -i-, Discrimination)

1. Point to correct vowel
2. Write correct vowel

MODULE 11
Task a

P. I. DIRECTIONS

1. Identify letter
2. Identify sound
3. Correct mistake
4. Write given letter sound to make words
5. Write same words from dictation
6. Read -u- word list

MODULE 11
Task b

1. Illustrate THE FUN BOOK

MODULE 11
Task c

(-a-, -i-, -u-, discrimination)

1. Point to correct vowel
2. Write correct vowel

MODULE 12
Task a

P. I. DIRECTIONS

(-o- as in top)

1. Identify letter
2. Identify sound
3. Correct mistake
4. Write given letter sound to make words
5. Write same words from dictation
6. Read -o- word list

MODULE 12
Task b

1. Illustrate THE GLOB BOOK

MODULE 12
Task c

(-a-, -i-, -u-, -o- discrimination)

1. Point to correct vowel
2. Write correct vowel

MODULE 13
Task a

P. I. DIRECTIONS

(-e- as in bed)

1. Identify letter
2. Identity sound
3. Correct mistake
4. Write given letter sound to make words
5. Write same words from dictation
6. Read -e- word list

MODULE 13
Task b

1. Illustrate THE CHECK BOOK

MODULE 13
Task c

(-a-, -i-, -u-, -o-, -e-, discrimination)

1. Point to correct vowel
2. Write correct vowel